

No. 25-581

In the Supreme Court of the United States

ST. MARY CATHOLIC PARISH IN LITTLETON, ET AL.,

Petitioners,

v.

LISA ROY, IN HER OFFICIAL CAPACITY AS EXECUTIVE
DIRECTOR OF THE COLORADO DEPARTMENT OF EARLY
CHILDHOOD, ET AL.,

Respondents.

ON WRIT OF CERTIORARI TO THE UNITED STATES
COURT OF APPEALS FOR THE TENTH CIRCUIT

JOINT APPENDIX (VOLUME III OF III)

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Counsel for Petitioners

June 2026

Petition for Writ of Certiorari Filed Nov. 13, 2025

Petition for Writ of Certiorari Granted Apr. 20, 2026

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¹ “JA” refers to the Joint Appendix. “SJA” refers to the Supplemental Joint Appendix, a separate volume, printed on 8.5 x 11” paper, composed of trial exhibits containing graphs, charts, webpages, and other materials that are understandable only in their original format. See Sup. Ct. R. 25.7 (such materials “may be contained in a separate volume or volumes”).

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- Trial Ex. 66, Lindsey Wilkinson & Jennifer Pearson, *School Culture and the Well-Being of Same-Sex-Attracted Youth*, 23:4 *Gender & Society* 542-568 (2009),
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Exhibit 44

Curriculum Vitae

Abbie E. Goldberg

Professor of Psychology, Clark University

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agoldberg@clarku.edu

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(508) 793-7289

Positions

2020-2023	The Jan and Larry Landry University Professor, Clark University, Worcester MA
2018-	Professor, Psychology, Clark University, Worcester MA
2018-	Director of Women and Gender Studies, Clark University, Worcester MA
2014-2017	Director of Clinical Training, Psychology, Clark University, Worcester MA
2011-2018	Associate Professor, Psychology, Clark University, Worcester MA
2005-2011	Assistant Professor, Psychology, Clark University, Worcester MA
2004-2005	Clinical Fellow, Yale University School of Medicine, New Haven CT

Education

2005	Ph.D. in Clinical Psychology, University of Massachusetts Amherst, Amherst MA
2001	M.S. in Psychology, University of Massachusetts Amherst, Amherst MA

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1999	B.A. in Psychology (High Honors), <i>Summa Cum Laude</i> , Wesleyan University, Middletown CT
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Academic Honors & Awards

2023	Affiliated Scholar, The Williams Institute, UCLA School of Law
2023	Recipient, Laura Brown Award (outstanding contributions in lesbian, bisexual, trans women's psychology), American Psychological Association (Division 35)
2023	2023 Fellow Award, National Council on Family Relations (outstanding contributions to family science)
2022	Recipient, David P. Angel Senior Faculty Award (excellence in research, teaching and service)
2022-	Board of Scientific Advisors, The Constellation Project (a non-profit integrated data resource dedicated to families with LGBTQ parents or children)
2022-2023	Research Incentive Award, Clark University
2022	Inaugural Relevate Distinguished Scholar, awarded for impactful public scholarship, Relevate
2022	Lee Gurel/John E. Bell Faculty Mentor Award in Psychology, Clark University
2022	Best Reference Title of 2021 (Social Sciences), <i>Library Journal</i>

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2021 (Spring)	Rudd Family Visiting Professorship, University of Massachusetts Amherst
2020-	The Jan and Larry Landry University Professor, Clark University (endowed chair; 3 years)
2019-	Faculty Affiliate, Rudd Adoption Research Program, University of Massachusetts Amherst
2018	Winner, 2017 Distinguished Education Research Article, Association for Childhood Education International (ACEI)
2017-2018	Leadership Institute for Women in Psychology (LIWP), American Psychological Association
2017	Lee Gurel/John E. Bell Faculty Mentor Award in Psychology, Clark University
2017-	Research Scholar (Appointed), National Center on Adoption and Permanency (NCAP)
2017	Best Reference Title of 2016 (Social Sciences), <i>Library Journal</i>
2017	Top 50 Journal Article Reviewer in 2016 for <i>Family Relations</i> journal
2016	2016 Distinguished Book Award, Division 44 of the American Psychological Association
2014	American Psychological Association Div. 44 Award for Distinguished Scientific Contribution
2013-2015	Visiting Scholar, The Williams Institute, UCLA School of Law

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2011-2015	Senior Research Fellow, Evan B. Donaldson Adoption Institute
2010	2010 Distinguished Book Award, Division 44 of the American Psychological Association
2007	Outstanding Research Paper from a Feminist Perspective Award, National Council on Family Relations
2007	Recipient, Hodgkins Junior Faculty Award (research and teaching), Clark University
2006-2007	Exceptional Merit Award, Clark University
2004-2005	Lesbian Psychologies Manuscript Award, Association for Women in Psychology
2002	Outstanding Research Proposal from a Feminist Perspective Award, National Council on Family Relations
1999	Intramural Research Training Award, National Institutes of Health
1999	Phi Beta Kappa, Wesleyan University
1999	Recipient, the Holzberg Fellowship (scholarship and research), Wesleyan University
1998	Recipient, Hughes Scientific Research Fellowship, Wesleyan University

Community Honors and Engagement

2022-	Volunteer, Children's Advocacy Center of Hampshire County
2019-2020	Appointed Member (by the Mayor), Community Relations Committee, Easthampton MA
2018	Founding Member, <i>Easthampton Pride</i> Committee
2018	Facilitator, Department of Justice City SPIRIT Program, Easthampton MA (June 20, 2018)
2014-2016	Founding Member, Board of Directors, <i>Girls on the Run</i> Western Massachusetts
2010	Presented with Proclamation by Mayor Domenic J. Sarno (Springfield MA) in recognition of research contributions on diverse families (April 27, 2010)
2009	Named a "Hetero Hero" by <i>Boston Spirit</i> Magazine (December, 2009)

Grants Awarded as PI

8/23-9/23	Research Grant, Freedom for All Americans (Principal Investigator). "Marriage equality in 2024." Award: \$10,000.
2/21-7/21	Research Communications Grant, The Spencer Foundation (Principal Investigator): "Research communications plan: Lesbian, gay, and heterosexual adoptive parents' experiences in elementary school." Award: \$11,000.

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8/18-8/19	Grant-in-Aid, Foundation for the Scientific Study of Sexuality (FSSS) (Principal Investigator): “Navigating the transition to puberty: Lesbian, gay, and heterosexual adoptive parents’ experiences.” Award: \$1,000.
8/18-8/20	Grant-in-Aid, The Society for the Psychological Study of Social Issues (Principal Investigator): “The transition to puberty among adopted children in lesbian, gay, and heterosexual adoptive families.” Award: \$2,000.
3/16-8/17	Dean of Research Grant, Clark University (Principal Investigator): “Transgender and gender nonconforming college students: A participatory action research project.” Award: \$2,200.
1/15-1/16	Faculty Development Grant, Clark University (Principal Investigator): “Same-sex parents’ relationships before and after marriage equality.” Award: \$2,500.
2/15-1/18	Small Grant, The Spencer Foundation (Principal Investigator): “Lesbian, gay, and heterosexual adoptive parents’ experiences in elementary school.” Award: \$50,000.
2/15-2/16	Grant-in-Aid, The Society for the Psychological Study of Social Issues (Principal Investigator): “Lesbian, gay, and heterosexual adoptive parents’ experiences in kindergarten environments.” Award: \$2,000.

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8/13-8/14	Small Grant, Williams Institute (Principal Investigator) : “Lesbian and gay adoptive parents and their children’s school experiences.” Award: \$15,000.
5/13-5/16	R01MH099000, National Institute of Mental Health, National Institutes of Health (Principal Investigator, with Lori E. Ross) : “Postpartum mental health among visible and invisible minority women.” Award: \$718,770.
4/13-4/14	Faculty Development Grant, Clark University (Principal Investigator) : “Relationships with others who share the same sperm donor.” Award: \$1,500.
8/12-10/13	Lesbian Health Fund Grant, the Gay and Lesbian Medical Association (Principal Investigator) : “Lesbian parents and their adopted children three years post-placement.” Award: \$10,000.
5/12-5/13	Grant-in-Aid, The Society for the Scientific Study of Sexuality (Principal Investigator) : “Lesbian, gay, and heterosexual adoptive parents’ relationship quality.” Award: \$1,000.
5/11-5/14	Small Grant, The Spencer Foundation (Principal Investigator) : “Lesbian/gay-parent families’ school experiences during the transition to kindergarten.” Award: \$40,000.

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1/11-2/11	Faculty Development Grant, Office of Research, Clark University (Principal Investigator): “The transition to adoptive parenthood study.” Award: \$2,350.
8/10-8/11	Grant-in-Aid, The Society for the Scientific Study of Sexuality (Principal Investigator): “Perspectives on marriage equality: Listening to the (missing) voices of young adults with LGB parents.” Award: \$1,000.
5/10-5/11	Grant-in-Aid, The Society for the Psychological Study of Social Issues (Principal Investigator): “Perspectives on marriage equality: Listening to the voices of youth with lesbian and gay parents.” Award: \$1,800.
5/09-5/11	R03HD054394, National Institute of Child Health and Human Development, National Institutes of Health (Principal Investigator): “The transition to adoptive parenthood.” Award: \$152,000.
4/09-10/11	Lesbian Health Fund Grant, the Gay and Lesbian Medical Association (Principal Investigator): “Lesbian adoptive parents: Functioning and adaptation at 1-year post-placement.” Award: \$10,000.
7/08-12/10	Grant-in-Aid, the Society for the Psychological Study of Social Issues (Principal Investigator): “Lesbian, gay, and heterosexual adoptive parents’ family functioning and adjustment one-year post-placement – Wave II.” Award: \$2,000.

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7/08-12/09	Research Grant, The Williams Institute at the UCLA School of Law (Principal Investigator): “An investigation of lesbian, gay, and heterosexual adoptive parent families’ post-placement adjustment.” Award: \$16,300.
6/08-6/11	Work-Family Career Development Grant, the Alfred P. Sloan Foundation (Principal Investigator): “The work-family interface in lesbian and heterosexual adoptive parent families.” Award: \$45,000.
7/07-7/08	Grant-In-Aid, the Society for the Psychological Study of Social Issues (Principal Investigator): “Lesbian, gay, and heterosexual adoptive parents’ family functioning and adjustment one-year post-placement – Wave I.” Award: \$2,000.
10/06-10/08	Wayne F. Placek Grant, American Psychological Foundation (Principal Investigator): “The transition to adoptive parenthood for lesbian couples.” Award: \$50,000; institutional match: \$10,000.
2/06-2/07	Faculty Development Grant, Office of Research, Clark University (Principal Investigator): “The transition to adoptive parenthood in diverse families.” Award: \$1,500.
3/06-3/07	The Roy Scrivner Research Grant, American Psychological Foundation (Principal Investigator): “Lesbian mothers’ mental health, relationship quality, and the work-family interface.” Award: \$10,000.

2/02- 2/03	Dissertation Award Grant, American Psychological Foundation (Principal Investigator): “The transition to parenthood for lesbian couples.” Award: \$1,000.
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Grants Awarded as co-I / co-PI / Consultant

10/23- 10/25	Large Grant, Austrian Science Fund FWF (Cooperation Partner/Consultant): “The Rainbow Austrian Longitudinal Family (RALF) Study: Elucidating Risk and Resilience of Children Growing Up in LGBTQ+ Parent Families.” (Martina Zemp, Ph.D. and Magdalena Siegal, PhD, co-PIs). Award: \$444,460.
1/18-2/18	Grant-in-Aid, The Society for the Psychological Study of Social Issues (co-Investigator): “The Trans*Kids Project (Time 3): A longitudinal study of families with transgender and gender-nonconforming children.” (Katherine A. Kovalanka, PhD, PI). Award: \$1,400.
12/17- 8/19	R43HD092124-01, National Institute of Child Health and Human Development, National Institutes of Health (Consultant): “Evidence-based Parent Training for Adoptive Couples” (Small Business Innovation Research Grant [SBIR] Phase 1). (Adam J. Wendt, PhD, PI). Award: \$224,495.
11/14- 11/15	Innovation Grant, National Council on Family Relations (co-Investigator): “The TransKids Project: Strengthening

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	community connections.” (Katherine A. Kuvalanka, Ph.D., PI). Award: \$10,000.
8/13-8/14	Grant-in-Aid, Society for the Psychological Study of Social Issues (co-Investigator): “TransKids Project (Wave 2): A longitudinal study of families with transgender and gender nonconforming children.” (Katherine A. Kuvalanka, Ph.D., PI). Award: \$2,000.
6/13-6/14	Small Research Grant, The Williams Institute at the UCLA School of Law (co-Investigator): “TransKids Project (Wave 2): A longitudinal study of families with transgender and gender nonconforming children” (Katherine A. Kuvalanka, Ph.D., PI). Award: \$5,000.
1/10-1/11	Grant-in-Aid, The Society for the Psychological Study of Social Issues (co-Investigator): “A longitudinal study of transgender/gender-variant youth and their families: Wave 1” (Katherine Kuvalanka, Ph.D., PI). Award: \$2,000.
11/09-11/10	Small Research Grant, Miami University (co-Investigator): “A longitudinal study of transgender/gender-variant youth and their families: A pilot study” (Katherine Kuvalanka, Ph.D., PI). Award: \$2,500.
8/09-8/10	Grant-in-Aid, The Society for the Scientific Study of Sexuality (co-Principal Investigator , with Katherine Kuvalanka, Ph.D.): “Sexual and gender identity development among the ‘second generation’: LGBTQ

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	youth with LGBTQ parents.” Award: \$1,000.
4/09-10/09	Small Research Grant, Miami University (co-Principal Investigator , with Katherine Kuvalanka, Ph.D.): “Exploring experiences of the second generation: Queer youth with queer parents.” Award: \$2,440.
7/08-8/09	Research Grant, The Pampered Chef Family Resiliency Program at the University of Illinois at Urbana-Champaign (co-Principal Investigator , with Ramona F. Oswald, Ph.D.): “Developing a measure of gay community climate.” Award: \$13,500.
11/07-11/08	University Grant, Miami University (co-Principal Investigator , with Katherine Kuvalanka, Ph.D.): “Queer youth with queer parents.” Award: \$10,000.
1/08-1/11	Large Grant, the William T. Grant Foundation (Methodology consultant): “In search of structure: A theory-based, mixed method examination of parental structure in families of adolescents” (Wendy Grolnick, Ph.D., PI). Award: \$350,000.
4/07-8/08	Faculty Research Grant, Boston University (co-Principal Investigator , with Mark Gianino, Ph.D.): “Multi-cultural youth living in gay/lesbian parent-headed households.” Award: \$5,000.

Edited Books

1. **Goldberg, A. E., & Beemyn, G. (Eds.) (2021).** *The SAGE encyclopedia of trans studies*. Thousand Oaks, CA: SAGE.
**Starred review in 2021 by *Library Journal*
**Named a Best Reference Title of 2021 by *Library Journal*
**Winner of the APA Division 44 Book Award for 2021
2. **Goldberg, A. E., & Allen, K. R. (Eds.) (2020).** *LGBTQ-parent families: Innovations in research and implications for practice (2nd ed.)*. New York, NY: Springer.
3. **Goldberg, A. E., & Romero, A. (Eds.) (2019).** *LGBTQ divorce and relationship dissolution: Psychological and legal perspectives and implications for practice*. New York, NY: Oxford.
4. **Goldberg, A. E. (Ed.) (2016).** *The SAGE encyclopedia of LGBTQ studies*. Thousand Oaks, CA: SAGE.
**Winner of the APA Division 44 Book Award for 2016
**Named a Best Reference title of 2016 by *Library Journal*
**Named an Editor's Pick for 2017 by *Choice*
5. **Goldberg, A. E., & Allen, K. R. (Eds.) (2013).** *LGBT-parent families: Innovations in research and implications for practice*. New York, NY: Springer.

Authored Books

1. **Goldberg, A. E.** (2022). *LGBTQ family building: A guide for prospective parents*. Washington, DC: APA.
**Finalist for the Indies Book of the Year Awards, 2023
2. **Goldberg, A. E.** (2019). *Open adoption and diverse families: Complex relationships in the digital age*. New York, NY: Oxford.
3. **Goldberg, A. E.** (2012). *Gay dads: Transitions to adoptive fatherhood*. New York, NY: New York University Press.
4. **Goldberg, A. E.** (2010). *Lesbian and gay parents and their children: Research on the family life cycle*. Washington, DC: American Psychological Association.
**Winner of the APA Division 44 Book Award for 2010

Books in Progress

1. **Goldberg, A. E.,** Slakoff, D., & Buist, C. (Eds.) (2023). *The (mis)representations of queer lives in true crime*. Routledge.
2. **Goldberg, A. E.** (Ed.) (in preparation). *The SAGE encyclopedia of LGBTQ studies (2nd ed.)*. Sage.
3. **Goldberg, A. E.,** & Allen, K. R. (under contract). *Inclusive human sexuality*. Sage.

Book Chapters (* graduate student)

1. **Goldberg, A. E.** (in press). Work-family interface, LGBTQ parents. In A. E. Goldberg (Ed.), *The*

SAGE encyclopedia of LGBTQ studies. Thousand Oaks, CA: Sage.

2. **Goldberg, A. E.** (in press). When LGBTQ people become parents. In V. Rutter, B. Risman, & K. Williams (Eds.), *Families as they really are*.
3. **Goldberg, A. E.** (in press). How to tell if your college is trans inclusive. In *The conversation on gender diversity*. John Hopkins University Press.
4. **Goldberg, A. E.** (2023). LGBTQ parents and filicide: Focus on the Hart family. In A. E. Goldberg, D. Slakoff, & C. Buist (Eds.), *The (mis)representations of queer lives in true crime*.
5. **Goldberg, A. E.** (2023). Chapter 1: A psychological perspective on the significance of legal recognition of diverse social parent relationships for children. In C. Huntington, C. Joslin, & von Bary, C. (Eds.), *Social parenthood in comparative perspective* (pp. 11-32). NYU Press.
6. **Goldberg, A. E.**, McCormick, N.*, Virginia, H.*, & Kironde, E.* (2022). Gay, bisexual, and queer fatherhood. In S. Molloy, P. Azzam, & A. Isacco (Eds.), *Handbook of the psychology of fatherhood* (pp. 261-281). Springer.
7. Allen, K. R., **Goldberg, A. E.**, & Jaramillo-Sierra, A. (2022). Feminist theories: Knowledge, method, and praxis. In K. Adamson, A. Few-Demo, C. Proulx, & K. Roy (Eds), *Sourcebook of family theories and methodologies: A dynamic approach* (pp. 379-400). Springer.

8. **Goldberg, A. E.** (2022). Doing it for the kids? Motivations to marry and perceived effects of marriage among lesbian and gay parents. In A. Hoy (Ed.), *The social science of same-sex marriage: LGBT people and their relationships in the era of marriage equality*. Routledge.
9. Beemyn, G., & **Goldberg, A. E.** (2021). "To be your best self": Surviving and thriving as a trans grad student. In A. Shanok & N. Eden (Eds.), *Thriving in graduate school: The experts guide* (pp. 215-234). Rowman & Littlefield.
10. **Goldberg, A. E.**, & McCormick, N.* (2020). LGBTQ-parent families: Development and functioning in context. In C. Price & K. Bush (Eds.), *Families and change* (6th edition) (pp. 127-154). Thousand Oaks, CA: Sage.
11. Smith, J. Z., **Goldberg, A. E.**, & Garcia, R. L. (2020). Multilevel modeling approaches to the study of LGBTQ parent-families. In A. E. Goldberg & K. R. Allen (Eds.), *LGBTQ-parent families: Innovations in research and implications for practice* (2nd ed; pp. 451-469). New York, NY: Springer.
12. Farr, R., Simon, K., & **Goldberg, A. E.** (2020). Separation and divorce among LGBTQ-parent families. In A. E. Goldberg & K. R. Allen (Eds.), *LGBTQ-parent families: Innovations in research and implications for practice* (2nd ed; pp. 337-348). New York, NY: Springer.

13. **Goldberg, A. E.** & Byard, E. (2020). LGBTQ-parent families and schools. In A. E. Goldberg & K. R. Allen (Eds.), *LGBTQ-parent families: Innovations in research and implications for practice* (2nd ed; pp. 287-300). New York, NY: Springer.
14. **Goldberg, A. E.**, Smith, J. Z., & Ross, L. E. (2020). Postpartum depression and anxiety in male-partnered and female-partnered sexual minority women: A longitudinal study. In H. Liu, C. Reczek, & L. Wilkinson (Eds.), *Marriage and health: The well-being of same-sex couples*. Rutgers University Press.
15. **Goldberg, A. E.**, & Roe, C. (2019). The seven core issues and LGBTQ families. In S. Roszia & A. Maxon (Eds.), *Seven core issues in adoption and permanency: What they are and why they matter* (pp. 260-269). London, UK: Jessica Kingsley Publishers.
16. **Goldberg, A. E.** (2019). Experiences of trans/gender nonconforming graduate students in higher education. In G. Beemyn (Ed.), *Outside the gender box: Trans people in higher education* (pp. 125-158). Albany, NY: SUNY Press.
17. **Goldberg, A. E.**, Frost, R.,* & Noyola, N.* (2019). Sexual minority parent families: Research and implications for parenting interventions. In J. Pachankis & S. Safren (Eds.), *Handbook of evidence-based mental health practice with sexual and gender minorities* (pp. 115-148). New York, NY: Oxford.

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91. Roy, K., Zvonkovic, A., **Goldberg, A. E.**, Sharp, E., & LaRossa, R. (2015). Sampling richness and qualitative integrity: Challenges for research with families. *Journal of Marriage and Family*, 77, 243-260.
92. **Goldberg, A. E.**, & Allen, K. R. (2015). Communicating qualitative research: Some practical guideposts for scholars. *Journal of Marriage and Family*, 77, 3-22.

93. **Goldberg, A. E., & Smith, J. Z.** (2014). Predictors of school engagement among lesbian, gay, and heterosexual adoptive parents of kindergarteners. *Journal of School Psychology, 52*, 463-478
94. **Goldberg, A. E.** (2014). Lesbian, gay, and heterosexual adoptive parents' experiences in preschool environments. *Early Childhood Research Quarterly, 29*, 669-681.
95. **Goldberg, A. E., & Smith, J. Z.** (2014). Perceptions of stigma and self-reported school engagement in same-sex couples with young children. *Psychology of Sexual Orientation and Gender Diversity, 1*, 202-212.
96. **Goldberg, A. E., Kinkler, L. A.,* Moyer, A. M.,* & Weber, E. R.*** (2014). Intimate relationship challenges in early parenthood among lesbian, gay, and heterosexual couples adopting via the child welfare system. *Professional Psychology: Research & Practice, 45*, 221-230. [Special issue: When family members identify as lesbian, gay, or bisexual: Parent-child relationships.]
97. **Goldberg, A. E., & Gartrell, N. K.** (2014). LGB-parent families: The current state of the research and directions for the future. *Advances in Child Development and Behavior, 46*, 57-88.
98. **Goldberg, A. E., & Smith, J. Z.** (2014). Predictors of parenting stress during early parenthood in lesbian, gay, and heterosexual adoptive parents. *Journal of Family Psychology, 28*, 125-137.

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100. **Goldberg, A. E.**, & Smith, J. Z. (2014). Preschool selection considerations and experiences of school mistreatment among lesbian, gay, and heterosexual adoptive parents. *Early Childhood Research Quarterly, 29*, 64-75.
101. **Goldberg, A. E.** (2014). Will I marry if my parents can't? Young adults with LGB parents consider marriage for themselves. *Journal of Family Issues, 35*, 150-181.
102. Kivalanka, K., **Goldberg, A. E.**, & Oswald, R. F. (2013). Incorporating LGBTQ issues into family courses: Instructor challenges and strategies relative to perceived teaching climate. *Family Relations, 62*, 699-713.
103. **Goldberg, A. E.**, & Smith, J. Z. (2013). Work conditions and mental health in lesbian and gay dual-earner parents. *Family Relations, 62*, 727-740.
104. **Goldberg, A. E.**, & Allen, K. R. (2013). Same-sex relationship dissolution and LGB stepfamily formation: Perspectives of young adults with LGB parents. *Family Relations, 62*, 529-544.
105. **Goldberg, A. E.**, Moyer, A. M.*, & Kinkler, L. A.* (2013). Lesbian, gay, and heterosexual adoptive

parents' perceptions of parental bonding during early parenthood. *Couple and Family Psychology: Research and Practice*, 2, 146-162.

106. **Goldberg, A. E., & Smith, J. Z.** (2013). Predictors of psychological adjustment among early-placed adopted children with lesbian, gay, and heterosexual parents. *Journal of Family Psychology*, 27, 431-442.
107. **Goldberg, A. E.** (2013). "Doing" and "undoing" gender: The meaning and division of housework in same-sex couples. *Journal of Family Theory and Review*, 5, 85-104. [Special issue: Why study housework?]
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108. **Goldberg, A. E., Moyer, A. M.,* Weber, E. R.*, & Shapiro, J.** (2013). What changed when the gay adoption ban was lifted?: Perspectives of lesbian and gay parents in Florida. *Sexuality Research and Social Policy*, 10, 110-124.
109. **Goldberg, A. E., & Allen, K. R.** (2013). Donor, dad, or...? Young adults with lesbian parents' experiences with known donors. *Family Process*, 52, 338-350.
110. **Richardson, H. B.,* Moyer, A. M.,* & Goldberg, A. E.** (2012). "You try to be Superman and you don't have to be": Gay adoptive fathers' challenges and tensions in balancing work and family. *Fathering*, 10, 314-336.

111. **Goldberg, A. E.**, Moyer, A. M.,* & Kinkler, L. A.,* & Richardson, H. B.* (2012). "When you're sitting on the fence, hope's the hardest part": Experiences and challenges of lesbian, gay, and heterosexual couples adopting through the child welfare system. *Adoption Quarterly*, *15*, 1-28.
112. **Goldberg, A. E.**, Kashy, D. A., & Smith, J. Z. (2012). Gender-typed play behavior in early childhood: Adopted children with lesbian, gay, and heterosexual parents. *Sex Roles*, *67*, 503-515.
113. **Goldberg, A. E.**, Smith, J. Z., & Perry-Jenkins, M. (2012). The division of labor in lesbian, gay, and heterosexual new adoptive parents. *Journal of Marriage and Family*, *74*, 812-828.
114. **Goldberg, A. E.**, Downing, J. D.,* & Moyer, A. M.* (2012). Why parenthood, and why now?: Gay men's motivations for pursuing parenthood. *Family Relations*, *61*, 157-174.
115. **Goldberg, A. E.**, & Kuvalanka, K. A. (2012). Marriage (in)equality: The perspectives of adolescents and emerging adults with lesbian, gay, and bisexual parents. *Journal of Marriage and Family*, *74*, 34-52.
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131. **Goldberg, A. E.**, Downing, J. B.,* & Richardson, H. B.* (2009). The transition from infertility to adoption: Perceptions of lesbian and heterosexual preadoptive couples. *Journal of Social and Personal Relationships, 26*, 938-963.
132. Downing, J. B.,* Richardson, H. B.,* Kinkler, L. A.,* & **Goldberg, A. E.** (2009). Making the decision: Factors influencing gay men's choice of an adoption path. *Adoption Quarterly, 12*, 247-271.
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heterosexual preadoptive couples' openness to adopting an African American child. *Family Relations*, 58, 346-360.

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137. Kuvalanka, K., & **Goldberg, A. E.** (2009). "Second generation" voices: Queer youth with lesbian/bisexual mothers. *Journal of Youth and Adolescence*, 38, 904-919.
138. **Goldberg, A. E.** (2009). Lesbian and heterosexual preadoptive couples' openness to transracial adoption. *American Journal of Orthopsychiatry*, 79, 103-117.
139. **Goldberg, A. E.**, & Smith, J. Z. (2008). The social context of lesbian mothers' anxiety during early parenthood. *Parenting: Science & Practice*, 8, 213-239.
140. **Goldberg, A. E.**, & Smith, J. Z. (2008). Social support and well-being in lesbian and heterosexual preadoptive parents. *Family Relations*, 57, 281-294.
141. Oswald, R. F., **Goldberg, A. E.**, Clausell, E., & Kuvalanka, K. (2008). Structural and moral commitment among same-sex couples: Relationship duration, religiosity, and parental status. *Journal of Family Psychology*, 22, 411-419.

142. **Goldberg, A. E.**, Downing, J. B.,* & Sauck, C. C. * (2008). Perceptions of children's parental preferences in lesbian two-mother households. *Journal of Marriage and Family*, 70, 419-434.
143. **Goldberg, A. E.**, Downing, J. B.,* & Sauck, C. C. * (2007). Choices, challenges, and tensions: Perspectives of lesbian prospective adoptive parents. *Adoption Quarterly*, 10, 33-64.
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145. **Goldberg, A. E.**, & Allen, K. R. (2007). Imagining men: Lesbian mothers' ideas and intentions about male involvement across the transition to parenthood. *Journal of Marriage and Family*, 69, 352-365.
**Winner of the National Council on Family Relations Outstanding Research Paper from a Feminist Perspective Award, 2008
**Translated into French for the journal, *Recherches et Previsions* (June 2009)
146. **Goldberg, A. E.**, & Perry-Jenkins, M. (2007). The division of labor and perceptions of parental roles: Lesbian couples across the transition to parenthood. *Journal of Social and Personal Relationships*, 24, 297-318.
147. Perry-Jenkins, M., **Goldberg, A. E.**, Pierce, C., & Sayer, A. G. (2007). Shift work, role overload, and

the transition to parenthood. *Journal of Marriage and Family*, 69, 123-138.

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148. **Goldberg, A. E.** (2007). Talking about family: Disclosure practices of adults raised by lesbian, gay, and bisexual parents. *Journal of Family Issues*, 28, 100-131.
149. **Goldberg, A. E.** (2006). The transition to parenthood for lesbian couples. *Journal of GLBT Family Studies*, 2, 13-42.
150. **Goldberg, A. E.**, & Sayer, A. G. (2006). Lesbian couples' relationship quality across the transition to parenthood. *Journal of Marriage and Family*, 68, 87-100.
151. **Goldberg, A. E.**, & Perry-Jenkins, M. (2004). The division of labor and working-class women's well-being across the transition to parenthood. *Journal of Family Psychology*, 18, 225-236.
152. Dierker, L. C., Avenevoli, S., **Goldberg, A. E.**, & Glantz, M. (2004). Defining subgroups of adolescents at risk for experimental and regular smoking. *Prevention Science*, 5, 169-183.
153. **Goldberg, A. E.**, & Newlin, D. B. (2000). Season of birth and substance abuse: Findings from a large national sample. *Alcoholism: Clinical and Experimental Research*, 24, 774-780.

Peer-Reviewed Publications in Progress

(* graduate student, †undergraduate student)

1. **Goldberg, A. E.,** Toomey, R., & Abreu, R. (submitted, 9/23). “Don’t Say Gay”: Implications for outness and desire to move among LGBTQ parents in Florida.
2. **Goldberg, A. E.,** & Gabriele-Black, K. (submitted, 9/23). To tell or not to tell: Disclosure experiences and perceived microaggressions among adopted adolescents with lesbian, gay, and heterosexual parents. *Journal of Adolescent Research*.
3. **Goldberg, A. E.,** Silvert, L., & Farr, R. (submitted, 9/23). Family building desires among adopted adolescents with lesbian, gay, and heterosexual parents. *Family Relations*.
4. **Goldberg, A. E.,** & Allen, K. R. (under revision, 11/23). Qualitative family research: Innovative, flexible, theoretical, reflexive. For *Journal of Marriage and Family*.
5. **Goldberg, A. E.,** & Smith, J. Z. (under revision, 11/23). LGBTQ parents’ accounts of their children’s experiences with heterosexism in schools.
6. **Goldberg, A. E.,** Charleton, B., & Silvert, L. (in preparation). “It has made me afraid for my future and the future of my family”: Queer parents of young children respond to the overturning of Roe v. Wade.
7. **Goldberg, A. E.,** & Frost-Calhoun, R. (in preparation). “They could take my child away”:

Queer new parents' mental health challenges and fear of help-seeking.

Other Publications/Writing/Resources for the Public (* graduate student)

1. **Goldberg, A. E.** (2023). Perspectives of Florida parents on HB 1557, The Parental Rights in Education Act. The Williams Institute.
2. **Goldberg, A. E.** (2023). How can early childhood programs create welcoming environments for LGBTQ+ families and providers? *Zero to Three*. <https://www.zerotothree.org/resource/celebrating-pride-month-and-inclusion-for-all-families/>
3. **Goldberg, A. E.** (2023). Impact of HB 1557 (Florida's Don't Say Gay bill) on LGBTQ+ parents in Florida. The Williams Institute.
4. **Goldberg, A. E.** (2022). How to prepare kids for prejudice against your LGBTQ family. *Greater Good Magazine*.
5. Bass, G., **Goldberg, A. E.**, Grotevant, H., & Dolan, J. (2022). Adoption/foster care fact sheet for K-12 teachers. Gwen Bass Consulting/Clark University/Rudd Adoption Institute.
6. Conron, K., O'Neill, K., **Goldberg, A. E.**, Guardado, R. (2022, May). Experiences of LGBTQ+ people in four-year colleges and graduate programs. The Williams Institute.
7. McCormick, N., & **Goldberg, A. E.** (2022, Spring). COVID-19 and adoptive families: Prompted

adjustments and adaptations in functioning.
NCFR Report: Family Focus.

8. Created the website Teach All Families (www.teachallfamilies.com) with tools for helping educators and parents create schools and classrooms that are inclusive of LGBTQ-parent families
9. Patterson, C., Farr, R., & **Goldberg, A. E.** (October 12, 2021). LGBTQ+ parents and their children. Policy brief prepared for the National Council on Family Relations (NCFR).
10. **Goldberg, A. E.**, & Grotevant, H. (September, 2021). "Teachers and Adopted Children" Survey: Key Findings, Topline Results, and Recommendations. UMass Amherst, Rudd Adoption Program.
11. **Goldberg, A. E.** (August 26, 2021). 7 tips for LGBTQ parents to help schools fight stigma and discrimination," *The Conversation*.
12. **Goldberg, A. E.** (April 30, 2021). "How to tell if your college is trans inclusive", *The Conversation*. Article featured in Yahoo! News, Boston Edge Media, World.edu, Generocity.org, Professional Woman Magazine, Metropolitan Digital, and other outlets.
13. **Goldberg, A. E.** (May 26, 2020). "I've been following families in open adoptions for 15 years, observing adoptive parents' struggles to tell painful origin stories with kids," *The Conversation*. Article

featured in Yahoo! News, Seattle PI, Houston Chronicle, Lebanon Express, and other outlets.

14. Frost, R. L.,* & **Goldberg, A. E.** (2019, January). The ABCs of diversity and inclusion: Developing an inclusive environment for diverse families in early childhood education. *Zero to Three*, 39(3), 9-14.
15. **Goldberg, A. E.** (2018, October 9). I'm voting "yes" on Question Three. Here's why. *Daily Hampshire Gazette*.
16. **Goldberg, A. E.** (2018). Transgender students in higher education. *The Williams Institute*: <https://williamsinstitute.law.ucla.edu/research/trans-in-higher-ed/>
17. Patterson, C., & **Goldberg, A. E.** (2016). Policy brief: Lesbian and gay parents and their children. *National Council on Family Relations*. https://www.ncfr.org/sites/default/files/2017-01/ncfr_policy_brief_november_final.pdf
18. Brodzinsky, D., & **Goldberg, A. E.** (2016). Lessons learned from the Modern Adoptive Families Study. *The Donaldson Adoption Institute*: http://adoptioninstitute.org/wordpress/wp-content/uploads/2016/05/DAI_MAFReport2.pdf
19. **Goldberg, A. E.** (February 18, 2015). New moms and depression: Where to go? What to do? Whom to call?" *Huffington Post* guest blog for *Motherwoman*.
20. **Goldberg, A. E.**, Gartrell, N., & Gates, G. (2014). Research report on LGB-parent families. *The*

Williams Institute: <http://williamsinstitute.law.ucla.edu/research/parenting/lgb-parent-families-jul-2014/>

21. **Goldberg, A. E.** (April 2012-July 2013). *Beyond Blood: Families of Our Making, Psychology Today* blog.
22. **Goldberg, A. E.** (October 12, 2013). "How biology matters when same-sex couples with kids split up." *Huffington Post* blog.
23. **Goldberg, A. E.** (May 30, 2013). "Gay parents in red states: Not an oxymoron." *Huffington Post* blog.
24. **Goldberg, A. E.** (April 1, 2013). "Want to know how kids with gay parents feel about marriage equality? Ask them." *Huffington Post* blog.
25. **Goldberg, A. E.** (December 31, 2012). "Beyond dolls vs. trucks: How children of same-sex parents may be less constrained by gender stereotypes, and why it matters," *Huffington Post* blog.
26. **Goldberg, A. E.,** Richardson, H. B.,* Downing, J. D.,* & Kinkler, L. A.* (2010). The transition to adoptive parenthood project. *Adoption Community of New England (ACONE) News*, 5, 14-15.
27. Richardson, H. B.,* Kinkler, L. A.,* Downing, J. D.* & **Goldberg, A. E.** (2010). The transition from infertility to adoption: Perceptions of lesbian and heterosexual couples. *The American Fertility Association's Infertility and Adoption Directory*. New York, NY: The American Fertility Association.

28. Downing, J. B.,* Kinkler, L. A.,* Richardson, H. B.,* & **Goldberg, A. E.** (2010). Choices, challenges, and tensions: Perspectives of lesbian prospective adoptive parents. *The American Fertility Association's Infertility and Adoption Directory*. New York, NY: The American Fertility Association.
29. Kinkler, L. A.,* Downing, J. B.,* & **Goldberg, A. E.** (2009). Trauma and healing in the adoption triad. *APA Division 57 (Trauma Psychology) Newsletter*, 4(1), 4-6. http://traumapsychnews.com/wp-content/uploads/2016/01/newsletter_2009_winter.pdf
30. **Goldberg, A. E.** (2008; Spring). Why research matters: The need for LGBT people to participate in research. *Rainbow Wedding Network Magazine*, vol 3.
31. **Goldberg, A. E.** (2008). Imagining men: Lesbian mothers' ideas and intentions about male involvement across the transition to parenthood. *NCFR Feminism & Family Studies Section Newsletter*, 26, 2.
32. **Goldberg, A. E.**, & the Human Rights Campaign (2007). *The 2007 All Children-All Families Adoption Agency Survey* (a survey concerning agency services for gay, lesbian, and bisexual adoptive parents). Washington, DC: HRC.
33. **Goldberg, A. E.** (2004). The transition to parenthood for lesbian couples: Changes in roles and responsibilities. *APA Division 44 (Society for*

the Psychological Study of Lesbian, Gay, & Bisexual Issues) Newsletter, 20(1), 27-28.

Invited Talks and Workshops

1. “Trans Rights & Legislative Discrimination.” Invited (virtual) panelist, Sage Publications’ Social Justice Initiative, Trans Awareness Week, November 16, 2023.
2. “The Impact of Discriminatory and Affirming Laws on LGBTQ Parent Families.” Invited plenary speaker, the National Council on Family Relations (NCFR) annual conference, Orlando FL (and Urbana IL), November 10, 2023.
3. “Divorce Involving LGBTQ Parents and Parents of Trans Children: Research and Considerations for Legal Professionals.” Keynote address, Massachusetts Guardians ad Litem (MAGAL) annual conference (theme: Sexual Orientation and Gender Identity in Family Law Disputes), Waltham MA, October 6, 2023.
4. “Convening on the Regulation of Gametes.” Invited participant, Yale Law School, September 28-29, 2023.
5. “Work-family justice for LGBTQ+ individuals.” Panelist, Work-Family Research Network (WFRN) Virtual Conference, May 12, 203 [sic].
6. “LGBTQ family building: Research findings and future directions.” Keynote address, Conference on

Gender and Sexual Minority Families: Evolution and Change, University of Texas at Austin, April 20, 2023.

7. “Creating welcoming and inclusive school environments for all: A focus on LGBTQ+ and adoptive families.” Instructor, Montessori Schools of Massachusetts, Professional Development Series, February-March, 2023.
 - a. “Creating LGBTQ+ inclusive schools: A focus on school administrators,” February 16, 2023
 - b. “Creating LGBTQ+ inclusive schools: A focus on teachers and classrooms,” February 23, 2023
 - c. “Creating adoption inclusive schools,” March 9, 2023
8. “LGBTQ family building: A guide for prospective parents.” Presenter, The Massachusetts Council on Mediation’s Reading Group, December 8, 2022.
9. “Divorce involving LGBTQ parents and parents of trans children: Research and considerations for mediators.” Keynote address, The Massachusetts Council on Mediation Annual Family Mediation Institute, December 1, 2022.
10. “Adoptive families and schools.” Invited lecture, The Chris Walsh Center at Framingham State, October 20, 2022.
11. “From research to the classroom: Understanding and supporting the adopted child’s school

experience.” Keynote address, Connecticut Council on Adoption Mid-Year Training, June 10, 2022.

12. “Adopted children and schools: Real-life scenarios, strategies, and solutions.” Invited workshop, Connecticut Council on Adoption Mid-Year Training, June 10, 2022.
13. “A Q&A with Abbie E. Goldberg.” Invited talk and discussion, Clark University LGBTQ Alumni Association, Clark University, June 2, 2022.
14. “Conducting research with LGBTQ+ adoptive families.” Invited workshop, Rudd Summer Adoption Research Institute, University of Massachusetts Amherst, Amherst MA, May 25, 2022.
15. “LGBTQ issues in divorce and custody cases: Considerations for attorneys and mediators.” Invited speaker (via Zoom), Massachusetts Collaborative Law Council, May 19, 2022.
16. “So you want to be a Twitter scholar?: A professional development webinar.” Invited speaker (via Zoom), Relevate webinar, May 18, 2022.
17. “Developing inclusive environments for LGBTQ-parent and adoptive families of young children.” Invited keynote (via Zoom), New York Zero-to-Three annual conference, April 1, 2022.

18. “Adoptive families and schools: What can parents and teachers do to strengthen family-school partnerships and promote inclusion?” Invited talk (via Zoom), UMass Amherst, Rudd Adoption Program, February 24, 2022.
1. “Panel discussion: LGBTQIA+ and parenting.” Invited panelist (via Zoom), LGBTQ History Month, Scotland, February 9, 2022.
2. “LGBTQ and adoptive parents: Mental health needs and experiences across the transition to parenthood.” Invited keynote (via Zoom), Marce of North America (MONA) annual conference, October 22, 2021.
3. “Trans students.” Guest lecture (via Zoom), Education 771-004, LGBTQ+ in Higher Education, University of Michigan (course instructor: Genny Beemyn), September 28, 2021.
4. “LGBTQ-parent families: Practice and policy.” Webinar (for continuing education credits), American Psychological Association, March 18, 2021.
5. “LGBTQ family building and parenting.” Invited talk (via Zoom), CeridianPRIDE (employee resource group of Ceridian, a global human capital management software company), March 11, 2021.
6. “Crisis and resilience: Parenting, relationships, and divorce during COVID-19.” Invited talk (via

Zoom), Beyond the Classroom: Clark Faculty Lecture Series, Alumni and Friends Engagement, Clark University, October 15, 2020.

7. "Navigating the academic job market for women and minority scholars." Invited panelist, National Council on Family Relations annual conference, Fort Worth TX, November 20, 2019.
8. "The transition to parenthood for sexual minorities." Invited plenary speaker, GOLD Perinatal Online Conference, October 21, 2019.
9. "Conducting research with LGBTQ adoptive families." Invited workshop, Rudd Summer Adoption Research Institute, University of Massachusetts Amherst, Amherst MA, May 23, 2019.
10. "LGBTQ divorce and relationship dissolution." Invited book reading and Q&A at Bedlam Books, Worcester MA, May 15, 2019.
11. "LGBTQ parents' adjustment to parenthood." Invited workshop, The Family Connections Center, Northampton MA, April 25, 2019.
12. "Research on trans students in higher education." Invited webinar presented to the Alliance of Gender Affirming Professionals (AGAP), March 17, 2019.

13. "Negotiating an academic job: Considerations for women and minority scholars." Invited panelist and moderator, National Council on Family Relations annual conference, San Diego CA, November 7, 2018.
14. "From placement to puberty: Lesbian and gay adoptive parent families over time / Du placement à la puberté: Famille adoptive homoparentale à travers le temps." Invited keynote address, International Conference on Adoption Research, Montreal, Canada, July 9, 2018.
15. "Conducting research with LGBT adoptive families." Invited workshop, Rudd Summer Adoption Research Institute, University of Massachusetts Amherst, Amherst MA, May 25, 2017.
16. "A decade of research on lesbian, gay, and heterosexual adoptive-parent families: Findings and reflections." Invited lecture, Women's and Gender Studies Program Fall Lecture Series, Clark University, Worcester MA, October 6, 2016.
17. "A decade of research on adoptive families headed by same-sex and heterosexual couples: Findings, reflections, and applications." The Annual Brown Foundation Research Lecture, sponsored by the School for Social Work, Smith College, Northampton MA, June 13, 2016.

18. "Research on adoptive families headed by same-sex and heterosexual couples." Invited webinar presented to Mathematica Policy Research, May 23, 2016.
19. "Lesbian- and gay-parent families across the life cycle: Research and implications for pediatric health care providers." Invited speaker and panelist in "Caring for Children of Lesbian and Gay Parents," a workshop sponsored by the H3015 Provisional Section on LGBT Health and Wellness of the American Academy of Pediatrics, American Academy of Pediatrics annual conference, Washington DC, October 26, 2015.
20. "LGBT-parent families across the life cycle: Research and implications for providers." Keynote speaker, Multicultural Issues in Counseling Conference, University of North Carolina Charlotte, October 2, 2015.
21. "Research on LGBQ family building and implications for clinical practice." Invited workshop, Multicultural Issues in Counseling Conference, University of North Carolina Charlotte, October 2, 2015.
22. "LGBTQ lives in a changing legal and social context: Research possibilities and challenges." Keynote speaker, 3rd annual LGBT Research Symposium: Methodological Challenges and Opportunities in a Changing World, University of

Illinois at Urbana Champaign, Champagne, IL,
May 8, 2015.

23. "Lesbian and gay parents' experiences with schools: Research and implications for families." Keynote address, Pride and Joy Families 2015 Conference, The Lesbian and Gay Family Building Project, Holiday Inn Downtown Binghamton, March 21, 2015.
24. "Contemporary families: Lesbian- and gay-parent families across the life cycle and implications for practice." Invited lecture (co-sponsored by the Women, Gender and Sexuality Studies Program; Department of Psychology; School of Nursing; Health and Wellness Studies; College of Community and Public Affairs; and the Lesbian and Gay Family Building Project), Binghamton University, March 20, 2015.
25. "Lesbian, gay, and heterosexual adoptive parents' experiences with schools: New findings and implications." Invited speaker, Diversity Colloquium Series in Psychology, Psychology Department, UMass Amherst, February 5, 2015.
26. "LGBQ couples and relationships: The role of children, marriage, context, and identification." Invited discussant: The 9th annual De Jong lecture in Social Demography, Penn State University, November 5, 2014.

27. "Gay men becoming dads: Transitions to adoptive parenthood." Invited lecture, Sexuality and Gender series, Penn State University, November 5, 2014.
28. "New roles for dads at home." Invited panelist: The White House Summit on Working Families, Working Fathers Lead-Up Event, The White House, Washington DC, June 9, 2014.
29. "Practical and methodological challenges in studying LGB-parent families." Invited lecture: The Williams Institute staff retreat, Los Angeles, CA, September 25, 2013.
30. "Gay and lesbian adoption: New research and future directions." Invited lecture: The Williams Institute at UCLA's Works-in-Progress series, UCLA, September 26, 2013.
31. "LGBT parenting: Demographics, research, and policy." Invited speaker and panelist: The Williams Institute, Washington DC, May 22, 2013.
32. "Career paths, advice, and tips for work-life balance." Invited panelist, graduate student roundtable, University of Massachusetts Amherst, Department of Psychology, Amherst, MA, April 2, 2013.
33. "Lesbian and gay parents' experiences with their children's schools." Invited presentation: LGBT Issues in Schools, SRCD study group meeting, Department of Family & Consumer Sciences,

University of Arizona, Tucson, AZ, March 18-19, 2013.

34. "Lesbian, gay, and heterosexual adoptive couples: Seeking to adopt, the transition to parenthood, and beyond." Invited lecture: Lutheran Social Services Adoption Services 2013 conference (theme: The Changing Face of Families), East Hartford, CT, February 28, 2013.
35. "Gay fathers: What we know and what we need to know." Invited lecture: the National Center for Family and Marriage Research 2012 Annual Research Conference (theme: Fathers & Fathering in Contemporary Contexts), the National Institutes of Health campus, Washington DC, May 24, 2012.
36. "Gay dads: Transitions to adoptive fatherhood." Invited lecture: Developmental Science Colloquium, Virginia Polytechnic Institute and State University, April 20, 2012.
37. "Resources and opportunities for students and new professionals focused on adoption." Invited special session (with Rachel Farr), Rudd Adoption Research conference, Amherst MA, March 30, 2012.
38. Invited workshop participant, Evan B. Donaldson Adoption Institute Senior Research Fellows conclave, Amherst, MA, March 29, 2012.

39. "Lesbian- and gay-parent families: New research and implications for practice." Invited plenary speaker, BVRGS (Belgian Association for Marital and Family Therapy and Intervention) annual meeting, "New families, new laws," Antwerp, Belgium, March 16, 2012.
40. "LGB-parent families: Research findings, clinical implications, and opportunities for the future." Invited research roundtable, Interactie Academie (Psychotherapy Training Institute), Antwerp, Belgium, March 15, 2012.
41. "The transition to adoptive parenthood for lesbian and gay couples." Invited speaker: The Williams Institute, "Innovative research on LGBT couples and families: Presentations to the public," Washington DC, November 10, 2011.
42. "The Williams Institute roundtable on LGBT couples and families." Invited workshop participant, Washington DC, November 10-11, 2011.
43. "The emergence of new family forms: Research on LGBT parent families and implications for practice." Invited pre-meeting workshop: American Family Therapy Academy (AFTA) annual conference, Baltimore MD, June 22, 2011.
44. "What we know and don't know about lesbian- and gay-parent families." Invited plenary speaker: Harvard Medical School, "Contemporary families -

contemporary issues” continuing medical education (CME) course, Boston MA, May 21, 2011.

45. “Lesbian- and gay-parent families and the schools: Research and implication.” Invited plenary speaker: Headmistresses Association of the East annual conference, Princeton NJ, November 15, 2010.
46. Invited roundtable participant, the Alfred P. Sloan Foundation Early Career Work and Family Scholars Conference, New York NY, October 2009.
47. “American Educational Research Association [AERA] Research Workshop on LGBTQ Issues in Education.” Invited workshop participant, Washington DC, September 24-26, 2010.
48. “Lesbian and gay parents and their children: Research and practical implications.” Invited lecture: Diversity Council Series, Springfield Technical Community College, Springfield, MA, April 27, 2010.
49. “Considering parenthood.” Invited workshop: Pride and Joy Families Weekend Conference, Utica NY, April 25, 2009.
50. “Myths and facts about lesbian/gay parent families.” Invited lecture: Pride and Joy Families Weekend Conference, Utica NY, April 25, 2009.

51. "Researchers and practitioners panel." Invited panelist: Rudd Adoption Research Conference: Growing Up in Complex Families, Amherst MA, February 20, 2009.
52. "Educating others about the research on homosexuality and 'the family.'" Invited workshop: Always Our Children Catholic Church group, Sacred Heart Church, Springfield MA, May 20, 2008.
53. "Researching gay- and lesbian-parent families: Findings, challenges, and opportunities." Invited lecture: Diversity Colloquium Series, Department of Psychology, University of Massachusetts Amherst, September 18, 2007.
54. "Gay- and lesbian-parent families: Research and implications for health care." Invited lecture: National Gay and Lesbian Pride Month, Diversity Series, University of Massachusetts Medical School, UMass Memorial Campus, June 13, 2007.
55. "Supportive and 'gay-friendly' agency practices: Perspectives of prospective lesbian adoptive parents" (with Martha Henry, PhD). Workshop: 13th Annual Training Day for Professionals, Adoption Community of New England, April 27, 2007.
56. "Gay- and lesbian-parent families: The 'new' families of the new millennium." Invited lecture: Liberal Arts Distinguished Lecturer Series,

Quinsigamond Community College, September 25, 2006.

57. "The state of the research on LGBT parents and their children." Invited lecture: Graduate School of Social Work Annual Workshop Series, Boston College Graduate School of Social Work, September 15, 2006.

Conference Presentations, Past 8 Years

(* graduate student; + undergraduate student)

1. Siracusa, L., & **Goldberg, A. E.** (2023). *The Presence of Birth Family Histories Within LGBTQ+ Adoptive Family Dialogues About Adolescent Risk-Taking*. Paper presented at the National Council on Family Relations Annual Conference, November 8, 2023, Orlando FL.
2. Silvert, L., & **Goldberg, A. E.** (2023). *Family Building Plans and Aspirations Among Adopted Adolescents With Gay, Lesbian, and Heterosexual Parents*. Paper presented at the National Council on Family Relations Annual Conference, November 10, 2023, Orlando FL.
3. Sanner, C., **Goldberg, A. E.**, et al. (2023). *"It Takes a Village": Poly Parents on Establishing Expansive Coparenting Systems and Navigating Monogamous Institutions*. Paper presented at the National Council on Family Relations Annual Conference, November 11, 2023, Orlando FL.
4. **Goldberg, A. E.** (2023, Chair). *LGBTQ Families Managing and Responding to Societal Stigma*. Symposium presented at the American

Psychological Association Conference, August 4, 2023, Washington DC.

5. **Goldberg, A. E.** (2023), *Anticipating and Communicating About Marginalization: LGBTQ Parents Respond to 'Don't Say Gay.'* Paper presented at the American Psychological Association Conference, August 4, 2023, Washington DC.
6. Silvert, L., & **Goldberg, A. E.** (2023). *The Influence of Motherhood on Women's Identity Development Among Invisible Sexual Minority Women: From Pregnancy to Postpartum.* Poster presented at the Association for Women in Psychology, March 3, 2023, Atlanta, GA.
7. **Goldberg, A. E.** (2022). *From Seeking Safety in Silence to Speaking Up For LGBTQ Families: A Reflection on the Personal, Professional, and Political Through a Feminist Lens.* Paper presented in the Theory Construction and Research Methodology Workshop: Reflexive Family Voices: Narrating the Personal, Professional, and Political, at the annual National Council on Family Relations conference, November 14, 2022.
8. **Goldberg, A. E.** (2022, Discussant). *Unveiling Complexity and Decision-Making in Queer Families.* Symposium presented at the annual National Council on Family Relations conference, November 16, 2022.

9. Silvert, L.,* & **Goldberg, A. E.** (2022). *“It Felt Natural, Normal, and Very Much How it Should Be”: Reasons For Becoming a Parent Through Adoption Over Biological Pathways Among LGBTQ+ Individuals.* Paper presented at the annual National Council on Family Relations conference, November 16, 2022.
10. McCormick, N.,* & **Goldberg, A. E.** (2022). *Factors in Decision-Making Among LGBTQ People Choosing Between Known and Unknown Sperm Donors.* Paper presented at the annual National Council on Family Relations conference, November 16, 2022.
11. Virginia, H.,* & **Goldberg, A. E.** (2022). *Lesbian, Gay, and Heterosexual Adoptive Parents’ Communication Approaches to Puberty.* Paper presented at the annual National Council on Family Relations conference, November 16, 2022.
12. Logan, M.,* & **Goldberg, A. E.** (2022). *Adoptive Families’ Experiences with Birth Family Contact During the COVID-19 Pandemic.* Paper presented at the annual National Council on Family Relations conference, November 16, 2022.
13. McCormick, N.,* & **Goldberg A. E.** (2022). *Change in Internalized Homophobia Over Time Among Lesbian and Gay Adoptive Parents.* Paper presented at the National LGBTQ Health 2022 Conference, July 28, 2022.

14. McCormick N.,* **Goldberg A. E.** (2022). *Academic Performance in US Children Adopted through Private Domestic Adoptions, from Foster Care, and Internationally*. Poster presented at the American Psychological Association Conference, August 5, 2022.
15. Virginia, H.,* **Goldberg, A. E.**, & Logan, M.* (2021). *Divorced or Separated Transgender and Nonbinary Parents' Experiences of Co-Parenting and Well-Being During the COVID-19 Pandemic*. Interactive poster presented at the annual National Council on Family Relations conference (online), November 2, 2021.
16. **Goldberg, A. E.** (2021). *Adopted Children's Early Responses to Remote Schooling During COVID-19*. Paper presented at the International Conference on Adoption Research (online), July 7, 2021.
17. McCormick, N.,* & **Goldberg, A. E.** (2021). *Racial Socialization, Body Image, and Self-Esteem Among Transracially Adopted Black Children of Same-Sex and Heterosexual Couples*. Paper presented at the National LGBTQ Health Conference (online), May 21, 2021.
18. Frost-Calhoun, R. L.,* Sweetser, M., **Goldberg, A. E.**, & Staiti, I. (2021). *Child Would Do Best with a Mom and Dad: Descriptions of Heteronormativity in State Foster Care Photolistings*. Poster presented at the Rudd Adoption Research virtual conference (via Zoom), 2021.

*Recipient of the Rudd Conference
Outstanding Poster Award

19. Vasquez, C., Farr, R., & **Goldberg, A. E.** (2020). *Parent-School Involvement, Student School Engagement, and Academic Achievement in Children Adopted From Foster Care by Lesbian and Gay Parents*. In R. H. Farr (Chair), *Contouring negative spaces: Attending to underrepresented topics in research on foster and adoptive families*. Paper presented at the National Council on Family Relations annual conference (online), November 11, 2020.
20. Frost, R. L., **Goldberg, A. E.**, Manley, M. H., McCormick, N. M., & Virginia, H. J. (2020). *“You Can’t Really Tell....She Doesn’t Really Look Like That”: Changes in Racial Identification Over Time in Mixed-Race Adopted Youth*. In R. H. Farr (Chair), *Contouring negative spaces: Attending to underrepresented topics in research on foster and adoptive families*. Paper presented at the National Council on Family Relations annual conference (online), November 11, 2020.
21. McCormick, N.,* **Goldberg, A. E.**, & Smith, J. Z. (2020). *Change in Internalized Homophobia Over Time Among Lesbian and Gay Adoptive Parents*. Poster presented at the National Council on Family Relations annual conference (online), November 12, 2020.

22. Virginia, H.,* & **Goldberg, A. E.** (2020). *Transgender Students' Experiences of Family Support and Financial Burden in Graduate School: A Qualitative Study*. Poster presented at the National Council on Family Relations annual conference (online), November 12, 2020.
23. **Goldberg, A. E.** (2019, Chair). *Religion, Family, and Raising Trans Kids: Personal and Research Perspectives*. Special session presented at the National Council on Family Relations annual conference, Fort Worth TX, November 21, 2019.
24. Manley, M. H.,* **Goldberg, A. E.**, Frost, R. L.,* & McCormick, N. M.* (2019). *Adopting Children Conceived Through Rape or Incest: Decision-Making and Disclosure*. Poster presented at the National Council on Family Relations annual conference, Fort Worth TX, November 22, 2019.
25. McCormick, N. M., **Goldberg, A. E.**, Frost, R. L., & Manley, M. H. (2019) *Same-Sex and Heterosexual Adoptive Parents' Experiences with Pediatricians: A Mixed-Methods Study*. Poster presented at the National Council on Family Relations annual conference, Fort Worth TX, November 22, 2019.
26. **Goldberg, A. E.** (2019, Chair). *Intimate Partner Violence and Immigration: Research and Policy Perspectives*. Special session presented at the National Council on Family Relations annual conference, Fort Worth TX, November 21, 2019.

27. Frost, R. L.,* & **Goldberg, A. E.** (2019). *“Child would do best with a mom and dad”: Descriptions of Heteronormativity in State Foster Care Photolistings.* In R. H. Farr (Chair), Contextualizing relationships and systems across the life course: Adoptees, adoptive families, and adoption professionals. Paper presented at the National Council on Family Relations annual conference, Fort Worth TX, November 21, 2019.
28. **Goldberg, A. E.** (2019). *Conceived Through Rape? Same-Sex and Heterosexual Adoptive Parents Navigate Difficult Origin Stories.* In R. Farr (Chair), LGBTQ Families and New Frontiers--- Future Parents, Birth and Adoption, Gender Expression, and Growing Up. Paper presented at the American Psychological Association annual conference, Chicago IL, August 8, 2019.
29. Manley, M.* & **Goldberg, A. E.** (2019). *Parenting Desires Among Trans Emerging Adults in Higher Education.* In C. Flanders & E. Matsuno (Chairs), Emerging Areas of Science, Practice, and Education with LGBTQ People. Paper presented at the American Psychological Association annual conference, Chicago IL, August 8, 2019.
30. McCormick, N.* & **Goldberg, A. E.** (2019). *Lesbian and Gay Parents’ Health Behaviors and Outcomes: An Exploratory Study.* Poster presented at the American Psychological Association annual conference, Chicago IL, August 8, 2019.

31. Manley, M.,* & **Goldberg, A. E.** (2018). *Trans Emerging Adults' Experiences With and Approaches to Intimate Relationships*. In K. Kuvalanka (Chair), *Transgender Youth and Young Adults in Family, Social, and Community Contexts*. Paper presented at the National Council of Family Relations annual conference, San Diego CA, November 8, 2018.
32. Frost-Calhoun, R. L.,* & **Goldberg, A. E.** (2018). *"They've never been parented...and we've never been parents": The Transition to Parenthood in Sibling Group Adoption*. Poster presented at the National Council of Family Relations annual conference, San Diego CA, November 7, 2018.
33. Frost-Calhoun, R. L.,* & **Goldberg, A. E.** (2018). *"They were like whirling dervishes": An Exploration of the Transition to Parenthood in Sibling Group Adoption*. Poster presented at the International Conference on Adoption Research, Montreal Canada, July 9, 2018.
34. Frost-Calhoun, R. L.,* & **Goldberg, A. E.** (2018). *Siblings Wish to be Adopted Together": An Exploratory Study of Descriptions of Sibling Relationship in State Photolistings*. Poster presented at the Rudd Adoption Research conference, Amherst MA, April 13, 2018.
35. Needles, E. W.,+ Frost, R. L.,* & **Goldberg, A. E.** (2018). *The Influence of Early Trauma on Children*

Adopted from Foster Care: Parents' Perspectives.
Poster presented at the Rudd Adoption Research conference, Amherst MA, April 13, 2018.

36. **Goldberg, A. E.** (2017). *Trans Students' Experiences in Higher Education: Sense of Belonging, Activism, and Advocacy.* In A. E. Goldberg (Chair), *Transgender Youth and Young Adults in Context.* Paper presented at the National Council on Family Relations annual conference, Orlando FL, November 15, 2017.
37. Frost, R. L.,* & **Goldberg, A. E.** (2017). *Adopting Again: A Qualitative Study of Lesbian and Gay Adoptive Parents who Transition to Adoptive Parenthood for a Second Time.* In B. van Eeden-Moorefield (Chair), *Queer Families as Catalysts for Undoing Normativity and (Re)constructing Family.* Paper presented at the National Council on Family Relations annual conference, Orlando FL, November 17, 2017.
38. Holman, E., Fish, J., Oswald, R., & **Goldberg, A. E.** (2017). *Reconsidering the LGBT Climate Inventory: Understanding Support and Hostility.* Poster presented at the National Council on Family Relations annual conference, Orlando FL, November 17, 2017.
39. Manley, M.,* **Goldberg, A. E.**, Ross, L., & Ellawala, T.+ (2017). *Changes in Sexual Orientation Identity During Pregnancy and the Postpartum.* Poster presented at the National

Council on Family Relations annual conference,
Orlando FL, November 17, 2017.

40. **Goldberg, A. E.** (2017). Transgender Students in Higher Education: Experiences with Mental Health Care Providers. In M. Brennan-Ing (Chair), *Health Concerns for Transgender and Gender Nonconforming People*. Paper presented at the American Psychological Association annual conference, Washington DC, August 4, 2017.
41. **Goldberg, A. E.** (2017). *Same-Sex Divorce and Relationship Dissolution: Emerging Issues in Psychology, Law, and Practice*. Symposium (chair) presented at the American Psychological Association annual conference, Washington DC, August 4, 2017.
42. **Goldberg, A. E.** (2017). Same-Sex Relationship Dissolution and Divorce: How Will Children Be Affected? In A. E. Goldberg (Chair), *Same-Sex Divorce and Relationship Dissolution: Emerging Issues in Psychology, Law, and Practice*. Paper presented at the American Psychological Association annual conference, Washington DC, August 4, 2017.
43. **Goldberg, A. E.** (2017). "It's a Delicate Balance. . . and a Juggling Act": School Considerations among Lesbian, Gay, and Heterosexual Adoptive Parents. In M. Lamb (Chair), *LGBT Families Across the Lifespan*. Paper presented at the American

Psychological Association annual conference, Washington DC, August 3, 2017.

44. **Goldberg, A. E.** (2017). Teaching About LGBTQ Family Issues in Undergraduate and Graduate Education: An Interactive Symposium. Symposium (Chair) presented at the National Council on Family Relations annual conference, Minneapolis MN, November 2, 2016.
45. **Goldberg, A. E.** (2017). When “Coming Out” is “Old News” and Polyamory is “Cool”: Assessing and Responding to Changes in Student Attitudes, Norms, and Interests. In A. E Goldberg (Chair), *Teaching About LGBTQ Family Issues in Undergraduate and Graduate Education: An Interactive Symposium*. Paper presented at the National Council on Family Relations annual conference, Minneapolis MN, November 2, 2016.
46. **Goldberg, A. E.** (2017). *Experiences of Trans/Gender Nonconforming Graduate Students in Higher Education*. Paper presented at the U. S. World Professional Association for Transgender Health (US-WPATH) inaugural conference, Los Angeles, CA, February 3, 2017.
47. Manley, M.,* **Goldberg, A. E.**, & Ross, L. (2016). LGBTQ Community Connection Among New Invisible Sexual Minority Mothers. In R. F. Oswald (Chair), *LGBTQ Family Members in Community Contexts*. Paper presented at the National Council

on Family Relations annual conference, Minneapolis MN, November 3, 2016.

48. Black, K. A.,* & **Goldberg, A. E.** (2016). "Technology can be a Wonderful Tool": How Lesbian and Gay Adoptive Parents Manage their Child's Online Presence and Birth Family Relationships. In R. H. Farr (Chair), *Emerging Trends in Adoption Openness and Birth Family Contact*. Paper presented at the National Council on Family Relations annual conference, Minneapolis MN, November 4, 2016.
49. Frost, R.,* Goldberg, A. E., Black, K. A.,* & Manley, M.* (2016). *Being Involved: Lesbian, Gay, and Heterosexual Adoptive Parents' Engagement in School Communities*. Poster presented at the National Council on Family Relations annual conference, Minneapolis MN, November 4, 2016.
50. Manley, M. H.,* Legge, M. M., Flanders, C. E., **Goldberg, A. E.**, & Ross, L. E. (2016). *Consensual Nonmonogamy in the Transition to Parenthood: Perceptions and Experiences of Invisible Sexual Minority Women*. Paper presented at the Groves Conference on Marriage and Family, Denver CO, August 4, 2016.
51. Black, K. A.,* **Goldberg, A. E.**, Frost, R.,* & Manley, M.* (2016). *Lesbian, Gay, and Heterosexual Adoptive Parents' Connection to and Involvement with their Children's School Communities*. Paper presented at the Groves

Conference on Marriage and Family, Denver CO,
August 4, 2016.

52. Frost, R.,* & **Goldberg, A. E.** (2016). *Suddenly Siblings: Adoptive Parents' Experiences Preparing their Children for the Transition to Siblinghood*. Poster presented at the American Psychological Association annual conference, Denver CO, August 5, 2016.
53. Manley, M. H.,* Legge, M. M., Flanders, C. E., **Goldberg, A. E.**, & Ross, L. E. (2016). *Invisible Sexual Minority Women's Experiences of Consensual Nonmonogamy in the Context of Parenthood*. Poster presented at the American Psychological Association annual conference, Denver CO, August 5, 2016.
54. Manley, M. H.,* **Goldberg, A. E.**, & Ross, L. E. (2016). *Invisibility and Involvement: LGBTQ Community Connections among Sexual Minority Women Partnered with Men During the Perinatal Period*. Poster presented at the American Psychological Association annual conference, Denver CO, August 5, 2016.
55. Fish, J. N., Holman, E. G., Oswald, R. F., & **Goldberg, A. E.** (2016). *Psychometric Testing of the LGBT Climate Inventory: Hostility and Support are Not Two Sides of the Same Coin*. Paper presented at the LGBT Research Symposium, Champagne, IL, May 19, 2016.

56. **Goldberg, A. E.** (2016). *Sexual Minority and Heterosexual Parents Adopting Through the Child Welfare System: Challenges and Surprises During the Transition to Parenthood and Beyond*. Symposium (Chair) presented at the Rudd Adoption Research conference, Amherst MA, May 13, 2016.
57. **Goldberg, A. E.** (2016). The Transition to Parenthood for Child Welfare Adopters: Stressors, Supports, and Intimate Relationships. In A. E. Goldberg (Chair), *Sexual Minority and Heterosexual Parents Adopting Through the Child Welfare System: Challenges and Surprises During the Transition to Parenthood and Beyond*. Symposium presented at the Rudd Adoption Research conference, Amherst MA, May 13, 2016.
58. Black, K. A.,*, **Goldberg, A. E.**, Sweeney, K. K.,* & Moyer, A. M.* (2016). "We're all Different. . . We're All the Same": Lesbian, Gay, and Heterosexual Adoptive Parents' Socialization Approaches to their Children's Minority Statuses. Poster presented at the Rudd Adoption Research conference, Amherst MA, May 13, 2016.
59. Frost, R.*, & **Goldberg, A. E.** (2016). *Becoming An Adoptive Family of Four: How Adoptive Families Prepare Their Children for the Transition to Siblinghood*. Poster presented at the Rudd Adoption Research conference, Amherst MA, May 13, 2016.

60. Kuvalanka, K., **Goldberg, A. E.**, McGuire, J., Orr, A. (2015). *Custody and Visitation Challenges Experienced by Parents/Caregivers of Transgender Children: A Pilot Study*. Paper presented at the NCFR annual conference, Vancouver, Canada, November 14, 2015.
61. Sweeney, K.,* **Goldberg, A. E.**, & Garcia, R. (2015). *Gatekeeping Around Child Care Among Gay, Lesbian, and Heterosexual Parents*. Poster presented at the NCFR annual conference, Vancouver, Canada, November 14, 2015.
62. Black, K. A.,* **Goldberg, A. E.**, Moyer, A. M.,* & Sweeney, K. R.* (2015). Lesbian, Gay, and Heterosexual Adoptive Parents' Perceptions of Inclusivity and Receptiveness in Early Childhood Education Settings. In R. Farr (Chair), *Risk and Resilience: Child and Parent Outcomes in Diverse Adoptive Families*. Symposium presented at the NCFR annual conference, Vancouver, November 13, 2015.
63. **Goldberg, A. E.**, & Sweeney, K.* (2015). Social support, sexual identity, and mental health during the prenatal period among invisible sexual minority women. In S. Russell (Chair), *Other Letters: Hidden Diversity Among LGBTQ*. Symposium presented at the NCFR annual conference, Vancouver, Canada November 11, 2015.

64. **Goldberg, A. E.** (2015). *LGBTQ Reproductive and Family-Building Experiences: Invisible Groups and Understudied Topics*. Symposium (Chair) presented at the APA annual conference, Toronto, Canada, August 8, 2015.
65. **Goldberg, A. E.,** Flanders, C., & Ross, L. (2015). *Sexual Identity and Well-Being During the Prenatal Period Among Invisible Sexual Minority Women*. In A. E. Goldberg (Chair), *LGBTQ Reproductive and Family-Building Experiences: Invisible Groups and Understudied Topics*. Symposium presented at the APA annual conference, Toronto, Canada, August 8, 2015.
66. **Goldberg, A. E.** (2015). *Lesbian, Gay, and Heterosexual Adoptive Parents' Experiences with Schools*. In R. J. Green (Chair), *Lesbian and Gay Parent Families: Minority Stress, Gender Issues and Children's Well-Being*. Symposium presented at the APA annual conference, Toronto, Canada, August 8, 2015.
67. Sweeney, K. R.,* & **Goldberg, A. E.** (2015). *Parental Gatekeeping in Heterosexual, Lesbian, and Gay Parent Families with Young Children*. Poster presented at the APA annual conference, Toronto, Canada, August 7, 2015.
68. Black, K. A.,* & **Goldberg, A. E.** (2015). *Adoptive Parents' Relationships with Birth Family Members via Technology and Social Media*. Poster presented

at the APA annual conference, Toronto, Canada,
August 6, 2015

69. Black, K. A.,* Moyer, A. M.,* & **Goldberg, A. E.** (2015). *“Add as Friend?”: Adoptive Parents’ Expectations and Feelings Concerning Contact with Birth Family via Technology*. Poster presented at the Rudd Adoption Research conference, Amherst, MA, April 17, 2015.
70. Tulinksi, M.,+ Black, K.,* & **Goldberg, A. E.** (2015). *Instilling Racial Pride: Transracial Adoptive Parents Navigating their Children’s Racial Groups*. Poster presented at the Rudd Adoption Research conference, Amherst, MA, April 17, 2015.
71. Black, K.,* Moyer, A. M.,* & **Goldberg, A. E.** (2014). *Adoptive Families’ Contact with Birth Families: The Role of Social Media*. Poster presented at the NCFR annual conference, Baltimore, MD, August 20, 2014.
72. Moyer, A. M.,* & **Goldberg, A. E.** (2014). *When Lesbian Adoptive Parents Break Up: A Qualitative Study of Relationship Dissolution Dynamics*. Poster presented at the Gay and Lesbian Medical Association (GLMA) annual conference, Baltimore, MD, September 11, 2014.
73. **Goldberg, A. E.** (2014). *Experiences Pursuing and Obtaining NIH funding on LGBTQ Issues*. In J. Mohr & S. Budge (Chairs), *Funding for LBGTI*

Research at NIH: An Insiders Guide. Symposium presented at the APA annual conference, Washington, DC, August, 2014.

74. **Goldberg, A. E.** (2014). *Dissolution of Same-Sex Relationships: Causes, Consequences, and Complexities*. Symposium (Chair) presented at the APA annual conference, Washington, DC, 2014.
75. **Goldberg, A. E.,** & Henry, A.* (2014). *Experiences of Relationship Dissolution in Lesbian, Gay, and Heterosexual Couples with Adopted Children*. In A. E. Goldberg (Chair), *Dissolution of Same-Sex Relationships: Causes, Consequences, and Complexities*. Symposium presented at the APA annual conference, Washington DC, August, 2014.
76. Weber, E.,* Moyer, A.,* Henry, A.,* & **Goldberg, A. E.** (2014). *Workplace Climate: Lesbian and Gay Parents' Perceived Support in the Workplace*. Poster presented at the Work and Family Researchers Conference, New York, NY, June 19, 2014.
77. Downing, J. B.,* & **Goldberg, A. E.** (2014). "Doing" and "Undoing" Gender: *The Meaning and Division of Housework in Same-Sex Couples*. In D. Widiss (Chair), *Work and Parenting in Lesbian and Gay Families*. Symposium presented at the Work and Family Researchers Conference, New York, NY, June 19, 2014.

78. Moyer, A.,* Henry, A. D.,* Black, K.*, & **Goldberg, A. E.** (2014). Relationship Adversity in Early Parenthood among Gay, Lesbian, and Heterosexual Couples Who Adopt Through the Child Welfare System. Poster presented at Rudd Adoption Research Conference, Amherst MA, April 11, 2014.

Selected Media, Past 12 Years

1. Book reviewed in *APA Division 44* newsletter, "LGBTQ family building," November 2023.
2. Podcast interview, Open Adoption Project, "Adoption through a scholarly lens with Professor Abbie Goldberg," 9/25/23.
3. Interviewed for Q Salt Lake, "Two dads, good job," 9/8/23
4. Interviewed for *Education Week*, "Don't Say Gay' law has some Florida parents considering moves out of state," 8/14/23
5. Interviewed for *Washington Examiner*, "Democrats want to flee Florida over 'Don't Say Gay' law, GOP urges 'perverted exodus,'" 8/9/23
6. TV interview, WESH 2 (Orlando, FL), "Project Unity: Pride in Florida", 6/28/23
7. Research discussed in *New York Times* opinion article, "LGBTQ Americans could become a 'new class of political refugees,'" 6/14/23
8. TV interview for NBC-WESH 2 (Orlando), "Human Rights Campaign declares state of emergency after new Florida laws signed (wesh.com)," 6/7/23

9. Study discussed in *Washington Post* article, "Dwayne Wade and the toll of anti-trans rhetoric," 4/27/23
10. Interviewed for *WUSF News/WLRN 91.3/NPR* segment, "LGBTQ parents think of moving from Florida, citing laws that target their children," 4/12/23
11. Interviewed for *Challenge. Change.* podcast, "What LGBTQ parents say when told 'Don't Say Gay' with Professor Abbie Goldberg," 3/26/23
12. Interviewed for *The Bump*, "What LGBTQ parents can do for a better pregnancy experience," 3/28/23
13. Interviewed for *Rolling Stone*, "We exist": Wellesley trans students say it's not just a women's college," 3/17/23
14. Interviewed for *The Bump*, "What to know about postpartum psychosis," 3/16/23
15. Quoted in *Pink News*, "Florida lawmakers introduce cruel bill to ban preferred names and pronouns for trans kids," 3/2/23
16. Interviewed for *Parents*, "How to find an LGBTQ+ inclusive daycare," 2/23/23.
17. Interviewed for *USA Today*, "A mom is accused of killing her 3 children. It sparked a national conversation about postpartum psychosis," 2/15/23

18. Interviewed for *MassLive*, “Lindsay Clancy tragedy highlights mental health stigma, barriers to support,” 2/10/23
19. Interviewed for *the 19th*, “More than half of Florida queer parents have considered fleeing the state in the wake of Don’t Say Gay, study finds,” 2/9/23
20. Interviewed for *the 74*, “Survey: More than half of Florida LGBTQ parents are thinking about moving,” 2/9/23
21. Interviewed for *Parents* magazine, “I’m a postpartum survivor—but I could have been Lindsay Clancy,” 2/1/23
22. Interviewed for the *Connecticut Post*, “Experts: Former CT resident Lindsay Clancy, accused of killing kids, may have suffered postpartum psychosis,” 1/30/23
23. Interviewed for the *Boston Globe*, “It’s hard to be a new mom. For some, a lonely struggle can spiral into mental illness,” 1/28/23
24. TV interview for WJAR/NBC 10 News, “Effective treatments are available for postpartum depression, psychosis,” 1/27/23
25. TV interview for NBC Boston/NBC 10 News, “Shock, heartbreak after in Duxbury after kids allegedly killed by their mother,” 1/25/23.
26. Interviewed for *New York Daily News*, “Over half of LGBTQ parents surveyed in Florida considered leaving state over ‘Don’t Say Gay’ law,” 1/25/23.

★ Reprinted in *The Advocate*, Florida Phoenix, Los Angeles Blade, The Hill, Mombian, Daily Kos, and other sources.

27. Book (“LGBTQ Family Building: A Guide for Prospective Parents”) included in *Greater Good’s* Best Books of 2022, 12/21/22
28. Book (“LGBTQ Family Building: A Guide for Prospective Parents”) included in *Q Salt Lake’s* Holiday Gift Guide, 11/23/22.
29. Podcast interview, EdCast, CUNY TV, “It’s okay to say gay: Speaking with children about sexual identity and gender,” 9/20/22.
30. Interviewed for *The Street*, “A guide to lesbian divorce and retirement,” 7/25/22.
31. Podcast interview, Creating a Family (with Dawn Davenport), on teachers and adoption, 7/20/22.
32. Interviewed for *Oprah Daily*, “The parents are (more than) alright, too”, 6/28/22.
 - ★ Reprinted on Yahoo.com, AOL.com as “A Pioneering LGBTQ Scholar Once Hid Her Mom’s Queer Books”
33. Interviewed for *Healthline*, “Understanding the gender binary,” 6/23/22.
34. Interviewed for *Teen Vogue*, “LGBTQ people on hope after thoughts of suicide,” 5/12/22.
35. Interviewed for *PsychCentral*, “What I wish more people knew about queer parenthood,” 5/9/22.

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36. Podcast interview, "How To Talk to Kids About Anything" (with Dr. Robyn Silverman), 5/2/22.
37. Podcast interview, "Pulled By The Root" (with Heidi Marble), 4/1/22.
38. Interviewed for *The New York Times*, "Separated but under the same roof," 4/1/22.
39. Interviewed for *PsychCentral*, "How Florida's 'Don't Say Gay' bill could impact LGBTQ youth mental health," 3/11/22.
40. Interviewed for *PsychCentral*, "Texas AG makes inaccurate claims about hormone therapy for trans youth," 3/1/22.
41. Interviewed for *Metro Weekly*, "President Biden slams Florida's so-called Don't Say Gay bill," 2/9/22; Letter to Editor also printed in Florida Today (2/21/22)
42. Book featured in *Publisher's Weekly* Family matters: Parenting books 2022, 1/21/22
43. Interviewed for *Salon*, "What makes some people hold transphobic views?" 1/17/22
44. Interviewed for *19thnews*, "Anti-trans bills hurt mental health for two-thirds of LGBTQ+ youth," 1/10/22.
45. New website featured in *Mombian*, "New Resource for Parents and Teachers to Make Schools More Inclusive of LGBTQ+ Families - Mombian," 12/13/21.

46. Research featured in *New York Magazine*, “She supported her child being trans. So the state separated them,” 12/15/21.
47. Podcast interview, “Creating a family” (with Dawn Davenport), on LGBTQ adoption and foster care, 12/15/21.
48. Interviewed for *PsychCentral*, “LGBTQ youth report more bullying and suicidality, but affirming schools an help,” 11/19/2021.
49. Interviewed for *PsychCentral*, “Deadnaming: How using the wrong name can affect mental health,” 11/15/21.
50. Interviewed for *Chegg Life*, “How to tell if a college campus is trans-inclusive (chegg.com),” 10/11/21.
51. Interviewed for the *New York Times*, “How same-sex parents share the mental load,” 8/25/21.
52. Featured in *Publisher’s Weekly*, Trans Encyclopedia Breaks Ground (publishersweekly.com), 8/3/21.
53. Radio interview, Channel Q’s *Let’s Go There* with Shira Lazar and Ryan Mitchell, on trans inclusion in colleges, on 5/3/21.
54. Author, *The Conversation* article, “How to tell if your college is trans inclusive”, 4/30/21.
55. Interviewed for *PEOPLE* magazine article, “What happens when coparents disagree about their children’s coronavirus health plan?,” 1/19/21

56. Podcast interview, “The research, data, and stories behind open adoption: An interview with Dr. Abbie Goldberg,” Adopting.com’s “The Long View” with Lori Holden, 12/15/20
57. Radio interview, GBH 89.7’s *In it Together* (with Arun Nath), on divorce and COVID-19, 12/14/20
58. Interviewed for *Parentology* article, “New research about LGBT parenting released,” 9/17/20
59. Interviewed for *Shondaland* article, “Facing discrimination when adopting in America,” 6/29/20
60. Interviewed for *Slate* article, “Myka Stauffer and the aggressively inspirational world of ‘adoption influencers,’” 6/4/20
61. Author, *The Conversation* article, “I’ve been following families in open adoptions for 15 years, observing adoptive parents’ struggles to tell painful origin stories with kids,” 5/26/20. Article featured in Yahoo! News, Seattle PI, Houston Chronicle, Lebanon Express, and other outlets.
62. Interviewed for *Worcester Telegram* article, “Pandemic having profound effect on mental health,” 5/17/20
63. Interview featured in *Huff Post Canada* article, “How co-parenting has equipped queer families to handle the coronavirus pandemic,” 4/24/20
64. Research featured in the *New York Times* article, “How to make your marriage gayer,” 2/13/20

65. Author, *Boston Parents Paper* article, "Open adoption and diverse families," 12/2/19
66. Author, *Oxford University Press* article, "Connecting families through open adoption," 11/26/19
67. Interviewed for *Well+Good's*, "LGBT discrimination denies 400,000 children the unconditional love of family," 11/11/19
68. Authored books featured in *Mombian's* "Books for children and adults about LGBTQ adoptive families," 11/1/19
69. Research featured in the *New York Times*, "Texas father says 7-year-old isn't transgender, igniting political outcry," 10/28/19
70. Research featured in *The Washington Post*, "A Texas man says his 7-year-old isn't transgender. Now his custody fight has reached the governor's office," 10/24/19
71. Interviewed for the *Atlantic*, "When 'you're adopted' is used as an insult," 7/25/19
72. Radio interview (live), *Doctor Radio* (SiriusXM 100), "About Our Kids" show, 6/14/19
73. Interviewed for the *UCLA Newsroom*, "Navigating the new landscape of LGBTQ divorce," 5/30/19
74. Interviewed for the *Financial Times*, "Chore wars: Why do women still do more housework?," 5/9/19

75. Radio interview, *Maryanne Live's Realtime Relationships*, "LGBTQ marriage...and divorce," 5/2/19
76. Interviewed for the *Advocate* magazine, "Are queer people making marriage better?", 3/21/19
77. Featured in the *Worcester Telegram & Gazette*, "'Pink wave' panel at Clark explores strides women are making in politics", 3/2/19
78. Interviewed for the *Worcester Telegram & Gazette*, "Clark University psychologist co-edits book on LGBTQ divorce," 2/14/19
79. Interviewed for the *Boston Globe*, "New book explores LGBTQ couples and divorce," 2/6/19
80. Interviewed for *U.S. News & World Report*, "Gay dads and their kids still face social shaming," 1/15/19
81. Interviewed for *Refinery29*, "What it's really like being trans or gender nonconforming at a women's college," 11/20/18
82. Interviewed for the *New York Times*, "Can there really be two moms?", 10/25/18
83. Interviewed for the *Daily Hampshire Gazette*, "Valley activists urge 'yes' vote on Question 3," 10/11/18
84. Interviewed for *Huffington Post Canada*, "Coming out to your kids can be intimidating, but it doesn't have to be," 9/24/18

85. Interviewed for *University Business*, “Accommodating transgender students on college campuses,” 9/17/18
86. Interviewed for North Dakota State University’s *The Spectrum*, “Including transgender students,” 8/30/18
87. Interviewed for *The Daily Beast*, “Under Trump and DeVos, trans students face ‘spiritual violence’ at religious schools,” 8/17/18
88. Interviewed for *Real Simple*, “How to split household chores so everyone shares the work,” 5/31/18
89. Interviewed for *Inside Higher Ed*, “More than just bathrooms,” 6/25/18
90. Interviewed for the *New York Times*, “How same-sex couples divide chores, and what it reveals about modern parenting,” 5/16/18
91. Interviewed for the *New York Times*, “Some LGBT parents reject the names mommy and daddy,” 5/26/18
92. Interviewed for *Chicago Tribune*, “How gay dads manage without paid paternity leave,” 9/26/17
93. Interviewed for *Women’s Health* magazine, “Can dads get postpartum depression too?”, 8/9/17
94. Interviewed for *Fox News*, “Trump announces ban on transgender individuals serving in the military”, 7/26/17

95. Interviewed for *The New York Times*, “Kentucky judge, citing conscience, declines to hear same-sex adoption cases,” 5/2/17
96. Edited book featured in *The Daily Beast*, “There is so much in, and so much missing from the LGBT encyclopedia,” 4/23/17
97. Research featured in *Worcester Patch*, “Clark professor’s LGBTQ studies encyclopedia named ‘Best Reference Title’”, 4/5/17
98. Interviewed for *Vice*, “Uncovering the Christian think tanks behind the bogus studies on gay parenting,” 2/16/17
99. Interviewed for *Child & Family Blog*, “Three year old boys raised by lesbian mothers show less masculine behavior—but that changes as they grow older,” 12/21/16
100. Interviewed for *Clark Alumni Magazine*, “America’s climate change,” 12/21/16
101. Interviewed for *El Espectador*, “Arguments against gay adoption are not scientific,” 8/27/16
102. Interviewed for *Go Local Worcester*, “Central MA experts’ advice for back to school sanity,” 8/20/16
103. Interviewed for *Social Science Space*, “A milestone for the mainstreaming of LGBTQ studies,” 8/8/16

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104. Interviewed for *Christian Science Monitor*, “Foster child case: The path of gay rights in conservative Utah,” 11/4/15
105. Interviewed for *Yahoo.com Parenting*, “Man decides to raise brother after mom accuses him of ‘making him gay,’” 9/25/15
106. Interviewed for the *New York Times*, “Back to school worries for gay parents,” 9/7/15
107. Featured in *Education Week*, “5 ways schools stigmatize same-sex and heterosexual adoptive families,” 8/7/15
108. Interviewed for *US News & World Report, Health Day News*, “More evidence that kids of gay parents do just fine,” 8/4/15
109. Interviewed for *Washington Times*, “Ranks of gay dads increase as same-sex marriage spreads,” 6/22/15 (Associated Press article; also ran in the NY Times and other outlets)
110. Interviewed for *the Atlantic*, “Using ‘pseudoscience’ to undermine same-sex parents,” 2/19/15
111. Featured in Lovecomesfirst.com docuseries about LGBTQ parenting, 2014, and the book *Love Comes First*, by B. Kolb & M. Maerker (2021) (interview on pp. 133-141).
112. Interviewed for *Parents* magazine, “6 adoption tips for same-sex couples,” 4/22/14.

113. Radio interview for NoBullying.com, “Abbie Goldberg on all aspects of bullying,” 10/31/13
114. Interviewed for *New England Psychologist*, “Postpartum depression studied in ‘invisible sexual minority’ women,” 8/21/13
115. Interviewed for *Edge*, “New study: No difference between gay and straight adoptive parents,” 7/24/13
116. Quoted in *LGBTQ Nation*, “It’s not about gay parents, it’s whether a family is happy,” 7/15/13
117. Interviewed for teleseminar, hosted by the *Practice Institute*, “What we know about gay parenting,” 7/9/13
118. Interviewed for the *Sacramento Bee*, “Gay parents embrace openness,” 6/16/13
119. Interviewed for the *LA Times*, “Salt Lake City has highest rate of same-sex couples raising kids,” 5/21/13
120. Interviewed for *Worcester Telegram*, “Clark professor receives NIMH grant,” 5/12/13
121. Interviewed for *The Advocate*, “The new lesbian dad,” 4/8/13
122. Interviewed for *GoLocalWorcester*, “Clark prof garners national attention for research on gay marriage,” 3/9/13.
123. Interviewed for *The Atlantic*, “How do children of gay parents feel about getting married?” 3/4/13

124. Interviewed for *Orange County Register*, “Scouts step back from divisive decision on gays,” 2/5/13
125. Interviewed for *Christian Science Monitor*, “Will change on gays allow Boy Scouts to recapture role in society?,” 1/29/13
126. Radio Interview, KSKA Anchorage, Alaska Public Radio, Line One: Your Health Connection, “Gay and lesbian parents and their children,” 12/3/12
127. Radio Interview, Blog Talk Radio’s “Read My Lips,” “Gay dads and adoption,” 10/15/12
128. Book (Gay dads) reviewed in *the Washington Blade*, 9/26/12
129. Book (*Gay dads: Transitions to adoptive fatherhood*) excerpted in *The Advocate*, 9/4/12
130. Interviewed for *All About Psychology*, “Interview with Dr. Abbie Goldberg,” 8/10/12
131. Radio Interview, NPR/WNYC’s The Brian Lehrer Show, “Gay dads,” 8/8/12
132. Interviewed for *Its Conceivable*, “A talk with gay parenting researcher Abbie Goldberg,” 7/10/12
133. Interviewed for *Windy City Times*, “New book provides insight into adoptive fatherhood,” 6/5/12
134. Participant, online forum on LGBT parenting, *In the Life Media* (with Zach Walls, Nadine Smith, and Dana Rudolph), 5/16/12

135. Research featured in *Huffington Post*, “A giant leap for lesbians,” 3/1/12
136. Interviewed for *Keen News Service*, “Children with LGB parents: Youthful perspectives on marriage,” 2/3/12
137. Interviewed for *Mombian*, “I’ll say it again: Lesbian and gay parents are not better, just different,” 1/24/12
138. Research featured on *CBS* “The Talk,” 1/18/12
139. Interviewed for *MSNBC*, “Why gay parents may be the best parents,” 1/15/12
140. Interviewed for *Keen News Service*, “Warning: Anti-gay states may be hazardous to your health,” 2/12/11
141. Radio interview, Children of Freedom, Dynko, Radio Free Europe/Radio Liberty Inc (Belarus), “Children of lesbian and gay parents,” 2/18/10
142. Interviewed for *AOL News*, “Study: Gay parents more likely to have gay kids,” 10/17/10
143. Radio interview, NPR/WFCR’s “Morning Edition” (88.5 FM, Amherst, MA), “Study examines lesbian families,” 6/9/10
144. Interviewed for *Chicago Parent*, “Gay parents will count in 2010 Census,” 3/23/10
145. Radio interview, NPR/WFCR’s “Morning Edition” (88.5 FM, Amherst, MA), “Challenge to California’s Proposition 8,” February 18, 2010.

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146. Interviewed for *Bay Windows*, "Trial shows best interests of kids lies with marriage equality," by Dana Rudolph, February 9, 2010.
147. Interviewed for *Keen News Service*, "Gays, Blackwater, and aborigines?" 1/9/10
148. Interviewed for *About.com: Lesbian Life*, "Research supports gay and lesbian parenting: Interview with lesbian and gay parenting expert," 1/1/10.
149. Op Ed, *Cherry Grrl*, "What can we learn from lesbian and gay parents?" 11/23/09; also run in the Bay Area Reporter.
150. Interviewed for *The New York Times Magazine*, "The way we live now: What's good for the kids," 11/8/09
151. Interviewed for *USA Today*, "Gay couples: This modern family is growing in numbers," 11/5/09
152. Interviewed for *The National Catholic Reporter*, "Experience, research refute arguments of same-sex opponents," 10/29/09
153. Review of *Lesbian and gay parents and their children: Research on the family life cycle*, *The Advocate*, 10/28/09
154. Interviewed for *Preview Massachusetts*, "Abbie Goldberg: A lens on gay and lesbian families," 11/09

JA 1011

155. Radio interview, *Creating a Family: Talk about Adoption and Infertility*, “Adoption and the LGBT community,” 10/21/09
156. Guest, WGGB ABC News 40, Springfield MA, “Lesbian and gay parents and their children,” 10/12/09
157. Radio interview, The Bill Dwight Show, WHMP Northampton MA, “Lesbian and gay parents and their children,” 8/19/09
158. Interviewed for *The Daily Hampshire Gazette*, “A conversation with psychologist Abbie Goldberg: Gay and lesbian parenting – what the studies show,” 7/22/09
159. Radio interview, Midweek Politics with David Pakman, WXOJ Northampton MA, “Lesbian and gay parents and their children,” 7/15/09

Clinical/Practitioner Training

2021 (Jan)	Divorce Mediation Training, Divorce Mediation Training Associates (DMTA) (40 hours + 8 hours of divorce law). Instructors: Justin Kelsey and Ellen Waldorf.
2004-2005	Predoctoral Clinical Internship, Adolescent Mental Health/Dual-Diagnosis Adult Track, Yale University School of Medicine, New Haven, CT
2003-2005	Intake Clinician & Psychotherapist, Cooley Dickinson Hospital-

JA 1012

	Outpatient Behavioral Health, Northampton, MA
2002-2003	Clinician: Neuropsychological Assessment, Counseling and Assessment Services, University of Massachusetts, Amherst, MA
2001-2003	Adult Psychotherapist, Hampshire College Health Services, Hampshire College, South Hadley, MA
1999-2003	Adult, Child, & Family Psychotherapist, Psychological Services Center, University of Massachusetts, Amherst, MA

Advanced Statistics/Methodology Training

2018 (June 6-7)	Introduction to R, Data Analysis Training Institute of Connecticut. Instructor: Randi Garcia.
2015 (Jan 18-19)	NVivo Training Workshop, QSR International, Burlington MA. Instructor: Cynthia Jacobs.
2007 (July 23-25)	Modeling Longitudinal and Dyadic Data, Center for Research on Families at University of Massachusetts Amherst. Instructor: Aline G. Sayer.
2006 (June 19-23)	Introduction to Hierarchical Linear Models, Inter-University Consortium for Political and Social Research. Instructor: Aline G. Sayer.
2006 (June 26-30)	Workshop on Dyadic Data Analysis, Data Analysis Training Institute of

JA 1013

	Connecticut. Instructor: David Kenny.
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Teaching Activities

Graduate Courses

Psych 312	Child Psychopathology in Context (Spring 2005, 2006)
Psych 387	Ethics in Clinical Psychology (Fall 2005-2008; Spring 2010; Fall 2010-2012; Spring 2014-2019; Fall 2019-2023)

Undergraduate Courses

Psych 101	Introduction to Psychology (Spring 2003; Spring 2006-2008)
Psych 143	Human Sexuality (Spring 2010-2012; 2015; 2018; 2019; 2020)
Psych 235	Research in Diverse Families and Sexualities (Fall 2005-current)
Psych 250	Gender, Families, & Close Relationships (Fall 2002; Fall 2005-2008; Fall 2010-2012)
Psych 252	Learning Psychology Through Teaching (Spring 2008)
Psych 254	Psychology of Sexual Orientation (Fall 2017-current)
Psych 268	Contemporary Families: Theories, Research, & Controversies (Spring 2011-2012; Fall 2013)
Psych 243	True Crime: Gender, Race, and Sexuality as Lenses (Fall 2021, Fall 2022)

Liberal Arts for Returning Citizens (LARC)

Psych 268	Contemporary Families (Summer 2023)
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Dissertation Supervision

Frost-Calhoun, R. (2022). Former foster youth's experiences with their sibling relationships in foster care and in adulthood.

- *Winner of an SPSSI Grant-in-Aid (\$1000)*

Manley, M. (2021). Experiences of same-sex attracted consensually nonmonogamous parents and their partners.

- *Winner of the APA Roy Scrivner Dissertation award (\$10,000).*

Black, Kaitlin (2017). The experiences of LGBTQ emerging adults from Evangelical Christian backgrounds.

- *Winner of an SPSSI Grant-in-Aid (\$1000)*

Moyer, April (2017). School experiences of Massachusetts youth in foster care: Perspectives of teachers, foster parents, and former foster youth.

Kinkler, Lori (2015). Lesbian, gay, bisexual, and heterosexual single adoptive parents by choice: Perceptions of challenges, coping, and strengths.

- *Winner of an SPSSI Grant-in-Aid (\$1000)*
- *Winner of the NCFR FFS Jessie Bernard Outstanding Research Proposal Award (\$750).*

Richardson, Hannah (2013). The perceived impact of marriage equality: Experiences of married and unmarried same-sex couples living in Massachusetts.

Downing, Jordan (2012). Trans identity construction: Reconstituting the body, gender, and sex.

Sauck, Christine (2010). Parenting and acculturative stress in Brazilian immigrant families living in the United States: A qualitative exploratory study.

Dissertation Committees

- Maher, Emily (2021). Mindful mothering: Mindfulness and the transition to motherhood.
- Dovala, Taylor (2018). Turning towards inclusivity: An adaptation of the Relationship Checkup for same-sex couples.
- Darling, Ellen (2016). Proof of concept: The antenatal marriage checkup.
- Gray, Tatiana (2016). Not for the faint of heart: An exploration of the therapeutic mechanisms of change in the Marriage Checkup.
- Reigeluth, Christopher (2016). Measuring policing of masculinity in adolescent boys and predicting its relationship to academic, psychological, and relational well-being.
- Joshua Berger (2015). The impact of masculinity on post-deployment social support and help-seeking during OEF/OIF veterans' readjustment to civilian life.
- Sollenberger, Julia (2015). How did you know? Using couples' narratives to predict marital satisfaction and treatment response.

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- Barrow, Katie (2013; Virginia Tech HDFS PhD candidate). Adults with LGBT siblings.
- Blair, Jonathan (2010). Integrating attachment and self-theory: A model for understanding relationship satisfaction and student well-being.
- Wachs, Karen (2010). Implicit theories of anger: Beliefs about anger, conflict behavior, and couple outcomes.
- Meade, Amy (2009). Depression in couples: Examining buffering effects for spouses of depressed patients in a partial hospital.
- Beiswanger, Krista (2008). Autonomy for solitary and interpersonal behavior in adolescence: Exploring links with peer relatedness, well-being, and social coping.
- Cohane, Geoffrey (2008). Perceived barriers to antidepressant use in adolescence.
- Price, Carrie (2008). Mother-daughter communication about risky behavior: A self-determination theory perspective.

Dissertation Reader

- Benz, Madeline (2022). Consideration of contextual factors in understanding treatment-seeking for problematic substance use.
- Gazarian, Doug (2022). Is men's 'externalizing depression' a clinically useful construct?: Tests of incremental validity and acceptability among potential service-users.

- Caruso, Alessandra (2021). Antecedents and correlates of health mindsets in pediatric chronic pain.
- Keefe, Kristen (2019). Examining the role of causal illness beliefs in predicting aftercare intention and engagement.
- Flamm, Elizabeth (2016). Promoting efficacy and skills through preventive parenting consultation: The Parent Check-In.
- Schwab, Joseph (2015). The narrative construction of identity in emerging adults: Reflections on the good life.
- Marbell, Kristine (2014). Encouraging autonomy in a collectivist culture: Examining parental autonomy support in Ghana and the moderating effect of children's self-construal.
- Harp, Amanda (2012). Partner Undermining Behaviors Scale - Weight Loss (PUBS-WL): Constructing a measure of partner undermining during weight loss attempts.
- Begic, Sandina (2012). "Nothing is left of yesterday and tomorrow is far away": An inquiry into the experience of cultural homelessness.
- Dost, Ayfer (2012). Adolescent-parent discrepancies in beliefs about family relationships in Turkish families: Links to conflict, cohesion, life satisfaction, and conflict management.

- Primack, Jennifer Lane (2008). The Men's Depression Workshop: Treatment development and feasibility.
- Kalia, Vrinda (2008). English oral language, narrative, and literacy development in Indian bilingual pre-school children: Exploring the role of home literacy environment.
- Crawford, Valerie (2006). Semiotic regulation processes in women's coordination of professional work and child care involvement.
- Magovcevik, Mariola (2006). The Masculine Depression Scale: Development and psychometric evaluation.
- Surgan, Seth (2006). Stories of home: Otherness and identity in immigrant narratives.
- Hatgis, Christina (2005). Relationships between therapists' models of treatment and services in managed care settings.

Master Theses Supervision

- Siracusa, L. (in progress).
- Silvert, L. (in progress).
- Logan, M. (in progress). The gendered parenting practices of LGBTQ parents.
- Virginia, H. (in progress). Transgender and gender diverse students' experiences of gender minority stress and financial burden in graduate school.
- Vasquez, C. (2021). (University of Kentucky, outside thesis committee member). Parent school involvement, student school

engagement, and academic achievement in children adopted from foster care by lesbian and gay parents.

- McCormick, N. (2020). Change in internalized homophobia over time among lesbian and gay adoptive parents.
- Frost, R. (2018). Adopting again: A qualitative study of the transition to second parenthood in adoptive families.
- Manley, M. (2018). Invisibility and involvement: LGBTQ community connections among nonmonosexual women during pregnancy and the postpartum period.
- Sweeney, K. (2016). “Not a mom thing”: Gatekeeping in same-sex and heterosexual parent families.
- Weber, E. (2014). Parent-child conversations about legal inequalities in gay and lesbian adoptive families.
- Moyer, A. (2012). “. . . You don’t get everything”: Foster-to-adoptive parents’ child preferences across the transition to parenthood.
- Kinkler, Lori (2010). Working with what we’ve got: Perceptions of barriers and supports among same-sex adopting couples in non-metropolitan areas.
- Richardson, Hannah (2010). The intersection of multiple minority statuses: Perspectives of White lesbian couples adopting racial minority children.

JA 1020

- Downing, Jordan (2008). Lesbian mothers' perceptions of the division of paid and unpaid labor: A gendered perspective.

Portfolio Committees

- Martin Dege
- Jordan Downing
- Caitlin Mahoney
- Katherine Marbell
- Hannah Richardson
- Doga Sonmez
- Lori Kinkler
- Elizabeth Flamm
- Nikita Kharlamov
- April Moyer
- Tatiana Gray
- Tamara Nelson
- Alyssa Faro
- Julia Tran
- Alyssa Henry
- Kay Sweeney
- Melissa Manley
- Reihonna Frost
- Taylor Dovala
- Madeline Benz
- Doug Gazarian
- Nick Canby
- Nora McCormick
- Haylie Virginia
- Setareh Rossman
- Noah Hoch
- Lea Silvert

JA 1021

- Maddie Logan
- Jimin Lee

Undergraduate Honors Theses Supervision

- Murphy, Taylor (2022). Transgender individuals and sex education experiences.
- Nightengale, James (2021). 'Have you seen queer people? We are so hot': Understanding the experiences of LGBTQ+ people who engage in sexting.
- Reinbrecht, Sarah (2021). Lesbian and gay parents' communication and education about consent with their adopted children.
- Long, Arai (2021). Meaning-making and understandings of family in adopted LGBTQ emerging adults.
*Winner of a Steinbrecher Fellowship
- Sullivan, Jake (2020). A study of LGBTQ+ young adults' identity development in the age of social media.
*Winner of a Steinbrecher Fellowship
- Adams, Alyssa (2017). "I kind of don't know, but I kind of do know": Children's understanding of adoption.
- Frank, Emma (2017). Mommy and Mama, Daddy and Papa: Parental naming in same-sex adoptive families.
- Ellewalla, Themal (2017). 365 lies, lives, and loves: Gender and sexual plurality in Sri Lanka.
*Winner of the Colin Creativity in Research Award

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*Winner of a Steinbrecher Fellowship

- Tulinksi, Max (2015). Instilling racial pride: Transracial adoptive parents navigating their children's racial groups.
- Audie, Devon (2013). Gendered challenges in gay fatherhood.
- Lenis, Cat (2013). Lesbian adoptive mothers' narratives on nonbiological motherhood.
- Rossi, Caroline (2012). Lesbians' parenthood motivations: Desires, decisions, and negotiations.
- Van Schoick, Grace (2010). Gay men's perceptions of social support across the transition to parenthood.
- Toole, Magdalen (2007). Lesbian prospective adoptive parents' constructions of parental roles.

*Winner of the Colin Creativity in Research Award

Undergraduate Independent Project (Capstone) Supervision

- Hutzler, Ella (2018). Gay dads raising daughters: Challenging heteronormative gender socialization practices.
- Marcou, Julia (2018). Male-partnered bisexual women's perceptions of and reasons for disclosing sexual orientation to their children across the transition to parenthood.

- Needles, Emma (2018). The influence of pre-adoptive experiences on children adopted from foster care.
- Richer, Katelyn (2015). How mothers of diverse sexual orientations talk to their donor conceived children about their origins.
- Pearson, JoAnna (2015). Making a family: How single mothers by choice define kinship.
- Bryan, Tanner (2014). Child gender preferences among gay couples.
- Germaine, Stephanie (2012). Heterosexual, gay, and lesbian couples' motivations to adopt internationally.
- Claborn, Rachael (2011). Somebody to lean on: Parents' perceptions of the availability and effectiveness of support in foster-care adoptions.
- Gleason, Hillary (2011). Empower the girl: Parents' attitudes toward gender and the deconstruction of femininity.
- Paul, Hilary (2011). Defining complex family relationships: The meaning of family and parenthood for young adult children of lesbian mothers conceived through donor insemination.
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- Sumner, Rebecca (2010). Attachment processes in lesbian, gay, and heterosexual adoptive parent-families.

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- Lahart, Elizabeth (2009). Gay and lesbian couples' experiences with adoption agencies.
- Pedrick, Jessica (2009). Exploration of changes in gender identity among nonheterosexual college women across time and place.
- Welcome, Brianna (2009). Attachment differences within lesbian adoptive couples.
- Carmi, Maayan, & McPheeters, Amelia (2008). Gay men's experiences of sexism and heterosexism in the adoption process.
- Nugent, Kelly (2008). Choosing a type of adoption: Experiences of gay, lesbian, and heterosexual couples.
- Pedrick, Jessica (2008). Gay men's motivations for pursuing parenthood.
- Schiappa, Lauren, & Sidman, Lauren (2008). Coping processes during the transition to adoptive parenthood.
- Gagnon, Amanda Clara (2007). Motivations to parent in lesbian adoptive couples.
- Riley, Alexandra (2007). Preferences and attitudes towards race in adoptive parenthood.

Independent Study Supervision

- Jones, Jill (2023). Adoptive parents seeking help for their adolescent children.
- Race, Sarah (2022). Adoptive parents and teachers reflect on adoptees' school challenges.

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- Sotelo, Shay (2022). Adoptive parents and teachers reflect on adoptees' school challenges.
- Willis, Miles (2021). Trans students of color in higher education.
- Stafford, Mya (2020). True crime: Psychological perspectives.
- Wolff, Sarah (2020). True crime: Psychological perspectives.
- Kaplan, Annie (2019). When the timing is right: Considerations trans people deliberate while navigating dating.
- Feynman, Emma (2018). Stuck between narratives: Gender non-conforming desire for medical intervention.

Professional Service

Elected Positions in Organizations

2020-2021	Past-Chair, Feminism & Family Studies Section, National Council on Family Relations
2017-	Member, Program Committee, National Council on Family Relations
2017-2019	Chair, Feminism & Family Studies Section, National Council on Family Relations
2015-2017	Chair, Jessie Bernard Awards Committee, National Council on Family Relations
2015-2017	Chair Elect, Feminism & Family Studies Section, National Council on Family Relations

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2012-2014	Member, Elections Council, National Council on Family Relations (national elected office; three-year term)
2014-2015	Co-Chair, Elections Council, National Council on Family Relations
2003-2005	Student/New Professional Representative, National Council on Family Relations - Feminism & Family Studies Section

Task Forces/Committees/Boards

2018-2019	Search Committee for Editor of <i>Family Relations</i>
2014-2015	Award Committee, Reuben Hill Award (National Council on Family Relations)
2014-	Senior Advisory Board, Harrington Park Press
2013-2014	Member, Academic/Research Advisory Board, Haworth Park Press
2012-2014	Member, Qualitative Research Council (QRC), Journal of Marriage & Family
2008-2010	Member, Diversity and Inclusion Task Force, National Council on Family Relations
2008-2010	Member, Task Force on Sexual Minority Families, Society for Research on Child Development
2007-	Fellow/Expert, Rockway Institute, National Center for LGBT Research & Policy

Reviewing (Promotion & Tenure)

2023	Promotion & Tenure Review, University of Toronto, Public Health Sciences
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2022	Promotion & Tenure Review, Salve Regina, Department of Psychology
2022	Promotion & Tenure Review, Penn State Mont Alto, Department of Human Development & Family Studies
2022	Promotion & Tenure Review, Adelphi University, Department of Psychology
2021	Promotion & Tenure Review, University of Tennessee, Department of Psychology
2020	Promotion & Tenure Review, University of Connecticut, Department of Human Development and Family Studies
2019	Promotion & Tenure Review, Santa Clara University, Department of Public Health
2016	Promotion & Tenure Review, University of Arizona, Department of Family Studies and Human Development
2013	Promotion & Tenure Review, University of Kentucky, Department of Educational, School, & Counseling Psychology

Reviewing (Grant Proposals/Grants)

2016	Reviewer, NIH Community Influences on Health Behavior Study Section (CIHB), Center for Scientific Review, National Institutes of Health
2016	Reviewer, ASCEND Research Pilot Project, Morgan State University
2016	Reviewer, South Africa's National Research Foundation
2013	Reviewer, Social Sciences & Humanities Research Council of Canada Grants Program

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2011-2013	Consultant, NICHD-NRSA Predoctoral Training Grant (LGBT Parent Families, Joshua G. Kellison, Arizona State University)
2011	Reviewer, American Psychology-Law Society (Division 41 of APA) Early Career Professional Grants-in-Aid
2007	Member, Roy Scrivner Grants Review Committee, American Psychological Foundation
2007-2008	Member, Wayne F. Placek Grants Review Committee, American Psychological Foundation

Reviewing (Book Proposals/Books)

2022	Reviewer, APA Books (book manuscript)
2020	Reviewer, Cambridge University Press (book proposal)
2019	Reviewer, Temple University Press (book manuscript)
2019	Reviewer, Routledge (book proposal)
2019	Reviewer, Johns Hopkins University Press (book proposal)
2017	Reviewer, Routledge (book proposal)
2017	Reviewer, Elsevier (book proposal)
2016	Reviewer, Springer (book proposal)
2016	Reviewer, Harrington Park Press (book proposal)
2014	Reviewer, Demeter Press (book manuscript)
2013	Reviewer, Oxford University Press (book manuscript)
2012	Reviewer, Oxford University Press (book proposal)

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2012	Reviewer, American Psychological Association (book proposal)
2011	Reviewer, Wadsworth/Cengage Learning (textbook)

Expert Testimony and Legal Advisory Work

2022	Consultant and expert witness, child welfare/contact trial (Alameda, California; law firm: East Bay Family Defenders)
2022	Consultant and written testimony, LGBTQ parent/school choice trial (San Francisco, California; law firm: Sound Law Group LLP)
2022	Consultant, transgender parent custody trial (Johnson City, Tennessee; law firm: Hunter, Smith, & Davis)
2021-2022	Consultant and expert witness, same-sex parent divorce/school choice trial (Grand Rapids, Michigan; law firm: Thacker Sleight)
2014-2015	Consultant, same-sex divorce/child custody trial (New York)
2012-	Contributor to amicus briefs filed by the American Psychological Association, the Williams Institute, and the American Sociological Association for cases on gay adoption, marriage equality, transgender rights, and other topics

Consulting and Advisory Services

2023-	Consultant, Boston College Center for Work and Family, LGBTQ work-family research
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2020-	Consultant, junior faculty preparing tenure portfolios (Smith College, UMass Amherst)
2020-2021	Consultant, the Williams Institute, LGBTQ Higher Education Survey
2018-2019	Consultant, Human Rights Campaign's national survey of LGBTQ foster parents
2015-2017	Consultant, What we know: The public policy research portal, Columbia Law School
2014-2015	Strategic Advisor, The Handsome Father (organization for gay fathers)
2012-2017	Advisor, PBS television series <i>Fathers in America</i> (in production). Lawrence Pitkethly, Director/Producer.
2009-2012	Advisor, PBS documentary <i>Plus(seven)</i> about seven "sperm siblings" (in production). Daven Gee, Director/Producer; Associate Producer Kyleigh Nevis.
2006-2008	Massachusetts Family Policy Representative, National Council on Family Relations
2006-2010	Adoption Consultant, The Family Project, Human Rights Campaign
2006-2010	Co-Chair, Research Approval Board, Children of Lesbians & Gays Everywhere

Professional Membership

2009-	Affiliate, Center for Research on Families, University of Massachusetts
2007-	Member, the Society for the Psychological Study of Social Issues

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2007-2010	Member, Groves Conference on Marriage and Family
2006-	Member, Council on Contemporary Families
2004-	Member, Association for Women in Psychology
2000-	Member, National Council on Family Relations <ul style="list-style-type: none"> • Member, NCFR Feminism & Family Studies Section • Member, NCFR Research and Theory Section • Member, Family Policy Section
1997-	Member, American Psychological Association <ul style="list-style-type: none"> • Member, APA Division 35 (Society for the Psychology of Women) • Member, APA Division 44 (Society for the Psychological Study of LGBT Issues)

Editorial Positions, Journals

2020-	Deputy Editor, Journal of Marriage and Family
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Editorial Board Member, Journals

2023-	Journal of Family Theory and Review
2017-2020	Journal of Lesbian Studies
2015-	Family Process
2014-	Journal of Family Psychology

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2013-	Psychology of Sexual Orientation and Gender Diversity
2012-2015	Fathering
2011-2014	Couple and Family Psychology: Research and Practice
2010-	Journal of Marriage and Family
2009-	Adoption Quarterly
2007-	Family Relations
2007-	Journal of GLBT Family Studies

Ad Hoc Reviewer, Journals

Gender/Sexuality Journals:

Journal of Lesbian Studies, Journal of Homosexuality, Sex Roles, Sexuality Research and Social Policy, Archives of Women's Health, Journal of Men and Masculinity, Gender & Society, Sexuality and Culture, Journal of Gay and Lesbian Social Services, Culture, Health, & Sexuality, Archives of Sexual Behavior, Social Science & Medicine, Journal of LGBT Youth, Women's Health Issues, Sexualities, Stigma & Health, Sex & Marital Therapy

Family/Relationship Journals:

Journal of Family Issues, Marriage and Family Review, Journal of Social and Personal Relationships, Parenting: Science & Practice, Journal of Family Theory and Review, Journal of Family Research

Child/Development/Education Journals :

Developmental Psychology, Journal of Child Psychology and Psychiatry, Journal of Adolescent Research, Journal of Adolescent Health, Early Childhood Research Quarterly, Educational

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Psychology Review, Educational Review, Early Education and Development, Journal of Research in Childhood Education, Child & Youth Services Review, Child & Family Social Work

Other/General Journals:

American Psychologist, Qualitative Sociology, American Journal of Orthopsychiatry, The Sociological Quarterly, Qualitative Psychology, Population Research and Policy, Sociological Forum, Journal of Affective Disorders, Social Problems, Communication Reports, Cognitive and Behavioral Practice, European Sociological Review, Journal of Community Psychology, Journal of Counseling Psychology, Journal of Empirical Legal Studies, BMJ Global Health, Frontiers in Psychology

Departmental Service

- Member, Graduate Education Committee, 2021-
- Member, Undergraduate Education Committee, 2019-2020
- Member, Awards Committee, 2018-2019
- Writer, Faculty Promotion to Tenure Case (Kathleen Palm Reed), 2018-2019
- Member, Clinical Faculty Search Committee, 2016
- Coordinator, Departmental Chair Review, 2016
- Writer, Clinical Faculty Position Request, 2016
- Writer, Clinical Faculty Position Request, 2015
- Writer, Faculty Reappointment Case (Nicola Curtin), 2013-2014
- Director of Clinical Training, Fall 2014-Spring 2017

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- Member, Endowed Funds Committee, Spring 2014-Spring 2017
- Transfer Student Advising, Spring 2012-Fall 2015
- Member, Budget Committee, Spring 2010-Spring 2013
- Member, Undergraduate Education Committee (Fall 2008; Spring 2010-Fall 2012)
- Member, Space Committee, 2008-2009
- Co-Chair, Departmental Chair Selection Committee, 2007-2008)
- Member, Departmental Clinical Coordinator Search Committee, 2006-2007
- Member, Clinical Division Committee, 2005-present
- Chair, Departmental Colloquium Committee, 2005-2008
- Member, Departmental Awards Committee , 2005-2008

University Service

- Professor (uncompensated), Contemporary Families, Summer 2023, Liberal Arts for Returning Citizen (LARC) program (offers college courses for formerly incarcerated individuals)
- Member, Gender and Sexuality Task Force, Spring 2023-
- Member, Steering Committee, Fall 2022-
- Co-Chair, Faculty Compensation Committee, 2022-
- Faculty Representative, Clark University Alumni Council, Fall 2021-present

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- Member, Faculty Compensation Committee (elected), 2021-present
- Faculty member, Clark Commons intersession course, “COVID, Power, & Inequality,” Winter 2021
- Member, Academic Subcommittee, Clark Reopening Committee, Clark University, Summer-Fall 2020
- Faculty Advisor, PRISM student group (LGBTQA+), Fall 2019-present
- Panelist, “Kori Graves: African American Adoption in the Wake of the Korean War,” Clark University Center for Gender, Race, and Area Studies, February 13, 2020
- Panelist, “Talking Books, Etc.,” Clark University Center for Gender, Race, and Area Studies, May 1, 2019
- Workshop, “Experiences of Trans and Gender Nonconforming Students,” Clark University Diversity and Inclusion Certificate Program, April 4, 2019
- Member, CGRAS Steering Committee, Fall 2018-present
- Director, Women’s and Gender Studies Program, Fall 2018-present
- Member, Editorial Advisory Board (appointed), 2018-2020
- Workshop, “Experiences of Trans and Gender Nonconforming Students,” Clark University Diversity and Inclusion Certificate Program, March 20, 2018

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- Faculty Advisor, Umbrellas student group (for trans/gender-nonconforming students), 2017-Spring 2019
- Presenter, Women's and Gender Studies Program Fall Lecture Series, Fall 2016
- Member, Judicial Board (appointed), 2015-2018
- Presenter, APA/Clark University Workshop for High School Teachers, Summer 2010
- Workshop Presenter, ACE Summer Institute (ALANA/1st generation Clark students), Summer 2008
- Member, University Institutional Review Board/Human Subjects (IRB), 2007-2016; responsible for review of all proposals collecting anonymous survey data from 2011-2016
- Member, Task Force on Expanding Clark University Policies to Include Gender Expression, 2007-2008
- Panelist, "Old" New Faculty, New Faculty Orientation, September 2007
- Panelist, Graduate Student Workshop on Finding an Academic Job, April 2007
- Panelist, New Faculty Panel, Meeting of the Board of Trustees, February 2006
- Member, University Research Board, 2006-2008

Exhibit 45

**Expert Witness Report of Abbie E. Goldberg,
Ph.D.**

in the matter of *St. Mary Catholic Parish in Littleton
v. Roy* (Federal District of Colorado)

INTRODUCTION.

I have been retained by the Attorney General's Office of the State of Colorado to render opinions in this matter, including the psychological and community safety provided by laws protecting children and their families facing sexual orientation and gender identity discrimination, the value of access to free or subsidized preschool for vulnerable families, including LGBTQ+ families, and the harm that discriminatory treatment or erasure visits upon these already marginalized and underserved families. These opinions are based upon my knowledge, education, training, and experience, and the materials reviewed as described below, as well as my mutual exchange of drafts with Dr. Tishelman and counsel in this matter, which Dr. Tishelman and I believe is best expressed in these complementary reports.

I believe that this report will aid the Court in better understanding the strong empirical literature and support – and the reliability thereof – underpinning the disputed non-discrimination clause used in the state's universal preschool program (UPK), and the critical importance of creating a preschool setting with enforceable physical and psychological safety for all children and families.

EXPERIENCE AND QUALIFICATIONS.

I am a clinical psychologist and professor in the Department of Psychology at Clark University in Worcester, Massachusetts, where I also serve as the Director of Women's and Gender Studies. I am the current holder of the Jan and Larry Landry Endowed Chair (2020-2028). I am also a faculty affiliate at the Williams Institute at the UCLA School of Law. I have previously held distinguished visiting professorships at UMass Amherst and the Williams Institute. I graduated summa cum laude from Wesleyan University with a BA in psychology, and received an MA in psychology and a Ph.D. in clinical psychology from the University of Massachusetts Amherst.

I am an internationally recognized expert on LGBTQ+ parenting. I have been the keynote or plenary lecturer for many conferences, and I have facilitated many invited workshops and talks to diverse audiences, including attorneys, judges, and social workers. During the Obama administration, I was invited to the White House to present my research on LGBTQ+ parenting. My research has been cited in numerous amicus briefs filed in cases related to marriage equality, gay adoption, trans civil rights, and other topics (e.g., *Obergefell v. Hodges*, 2015; *Fulton v. City of Philadelphia*, 2021). I have served as a consultant on several child custody cases involving same-sex couples, and have completed training in divorce mediation to deepen my understanding of the challenges that families and professionals face in such cases.

For over two decades, my research has focused on LGBTQ+ parent families, adoption and the child welfare system, and, increasingly, the intersection

between psychology and the law. I have conducted research with children and young adults raised by LGBTQ+ parents; divorcing LGBTQ+ parents; bisexual mothers; and adoptive and foster parents, including those raising high-needs children. In addition, I have interviewed child welfare workers, attorneys, and teachers regarding their perspectives on and interactions with LGBTQ+ and adoptive families.

For 18 years, I have been conducting a longitudinal study of lesbian, gay, and heterosexual couples and their adopted children. Most of the children are of color, and most of the parents are white. In turn, I have published widely and consistently on transracial adoption, particularly among LGBTQ+ parents. Because I have been following this group of families for so long, a subsample of the parents have separated or divorced, enabling me to focus on the predictors and experiences of same-sex parent relationship dissolution, a topic that I focused on in an edited book with Adam Romero, JD.

I am the author of over 150 peer-reviewed articles and over 25 book chapters. I am also the author of four books: *LGBTQ Family Building: A Guide for Prospective Parents* (American Psychological Association, 2022); *Open Adoption & Diverse Families: Complex Relationships in the Digital Age* (Oxford, 2020); *Gay Dads* (NYU Press, 2012), and *Lesbian and Gay Parents and their Children* (American Psychological Association, 2010; Winner of the APA Division 44 Book Award for 2010). I am the editor/co-editor of five books: *The (Mis)Representations of Queer Lives in True Crime* (Routledge, 2023); *LGBTQ-Parent Families:*

Innovations in Research and Implications for Practice (Springer, 2013, 2020); *LGBTQ Divorce and Relationship Dissolution* (Oxford, 2019; Included on the 2019 Over the Rainbow Recommended Book List); *The SAGE Encyclopedia of Trans Studies* (SAGE, 2020; Starred Review in 2021 by *Library Journal*); and *The SAGE Encyclopedia of LGBTQ Studies* (SAGE, 2016; Winner of the APA Division 44 Book Award for 2016; Named a Best Reference Title of 2016 by *Library Journal*; Named an Editor's Pick for 2017 by *Choice*). I recently edited the 2nd edition of *The SAGE Encyclopedia of LGBTQ Studies*, which is due out in January 2024.

I currently serve as a Deputy Editor of the *Journal of Marriage and Family*, and serve as an editorial board member on seven journals. I have received research funding from the National Institutes of Health, the American Psychological Association, the Alfred P. Sloan Foundation, the Williams Institute, the Society for the Psychological Study of Social Issues, and the Spencer Foundation, among other sources.

I teach graduate and undergraduate courses in sexuality, gender, families, family diversity, and research methods, among other topics. I have also taught *Ethics in Clinical Psychology* to doctoral students in Clinical Psychology for 18 years. Other popular courses that I teach regularly include *True Crime: Race, Sexuality, and Gender as Lenses*, *Psychology of Sexual Orientation*, *Contemporary Families*, and *Human Sexuality*. My more extended curriculum vitae is attached as Exhibit 1.

COMPENSATION AND PRIOR TESTIMONY.

My compensation chart is attached as Exhibit A. I have not yet issued invoices or been paid to date.

My respective prior deposition or trial testimony is listed in Exhibit B.

MATERIALS REVIEWED.

In the very short time that I have had to consider this case (I was first contacted by the AG's Office on November 21), I have focused my review on the Amended Complaint (ECF No. 31-1 I am advised), specifically the description of Colorado's universal preschool program (UPK) and its statutory and contractual non-discrimination proviso, as well as the claims made by the Plaintiffs in this action, along with their Exhibits to the original Complaint (ECF No. 1-1 through 1-12) and Amended Complaint (ECF No. 30-1 through 30-10).

I am also familiar with the scholarly work of Dr. Amy Tishelman prior to this case. In preparation for this case, I have thoroughly reviewed Dr. Tishelman's report of this date, and I am generally familiar with the references and citations therein. I support her discussion of the topics in her report. I would like to offer complementary scholarly opinions as follows:

OBSERVATIONS AND OPINIONS.

As background, we each found the following facts and issues as being particularly salient to our respective review and opinions:

1. From the materials, we understand that the citizens of Colorado passed a UPK initiative in 2020 providing a dedicated source of funding for statewide, voluntary, universal preschool.

2. The Colorado legislature then established a “mixed delivery” system that enables parents to choose preschool providers for their children from as broad a range as possible within their communities. Colo. Rev. Stat. § 26.5-4-204(2).
3. The statute and compliant contractual documents recite that participating preschools must provide eligible children with an equal opportunity to enroll and receive preschool services regardless of race, ethnicity, religious affiliation, sexual orientation, gender identity, lack of housing, income level, or disability, as such characteristics and circumstances apply to the child or the child’s family. Colo. Rev. Stat. § 26.5-4-204(2)(b).
4. Under this system, licensed childcare centers operated by parochial schools, like those within the Archdiocese of Denver, are considered eligible providers. Colo. Rev. Stat. § 26.5-5-303(3).
5. We understand that there is a dispute about whether such volunteer parochial school providers can take state monies to participate in the program while at the same time screening families from joining their preschool or expelling children already enrolled in their preschools based on the school’s assessment of that family’s adherence to the sexual orientation and gender identity beliefs and moral teachings of the Archdiocese of Denver.

Issues of Access: LGBTQ+ Parents Are a Vulnerable Group that Need Access to Affordable, Accessible Pre-K

LGBTQ+ parents are often living in poverty and/or in rural areas, presenting challenges in accessing affordable early childhood education. In fact, lower-income LGBTQ+ parents seeking preschools for their children describe greater constraints on their choices and are more likely to emphasize cost as a factor in their preschool decision-making than higher-income LGBTQ+ parents (Goldberg & Smith, 2014a). Those living in more rural and/or politically conservative regions also describe fewer options when selecting a preschool (e.g., fewer secular and/or accepting preschools; Goldberg, 2014). And, poverty and rurality overlap: nearly two thirds (64%) of rural counties have high rates of child poverty, compared to 47% of urban counties (Schaefer et al., 2016).

Therefore, LGBTQ+ parent families represent a group that, in the absence of accessible and cost-effective early childhood education, may be unable to access preschool education for their children—which has numerous potential social and educational costs, inasmuch as preschool is associated with enhanced socioemotional skills as children develop the building blocks for formal schooling (Child Care Services Association, 2022; Moore et al., 2015). Ideally, preschools will serve as affirming environments for LGBTQ+ parents and their children, who may encounter hostility in their broader communities—particularly rural and/or politically conservative communities (Oswald et al., 2020).

POVERTY STATISTICS. Certain subgroups of LGBTQ parents as a whole are particularly

vulnerable to having few choices when it comes to affordable and accessible early childhood education. LGBTQ people are more likely to live below the poverty line (17% vs. 12% among cisgender heterosexual people, in 2020); and, LGBTQ parents with children are at greater risk of living below the poverty line than their heterosexual cisgender counterparts (Wilson et al., 2023). For example, in 2020, 24% of cisgender heterosexual parents with children <18 living in the household had family incomes below the poverty line, compared to 36% of LGBTQ parents with children. There were decreases in the number of families living in poverty overall in 2021, but the discrepancies held: namely 16% (cisgender heterosexual parent families) and 26% (LGBTQ parent families) were below the poverty threshold in 2021. Furthermore, the groups within the LGBTQ community who are most likely to have children—bisexual/lesbian cis women—had higher rates of poverty (approximately 29%) compared to gay/bisexual men (approximately 19%) (Wilson et al., 2023). Thus, LGBTQ parents are one group that is likely to face barriers in accessing high quality affordable child care and preschool, and benefit directly from free preschool—as do their children, who otherwise might not be able to enjoy the benefits of early childhood education.

RURAL STATISTICS. Furthermore, LGBTQ parents are more likely to be parenting in rural areas, significantly impacting their access to high quality and affordable educational opportunities. In fact, research shows that the highest rates of parenting by both same-sex couples and LGBT individuals are in the most rural regions of the

United States: 24 of the 30 states with a higher-than-nationwide rate of same-sex couples raising children are majority-rural states (Movement Advancement Project, 2019). In the Midwest, Mountain, and Southern regions—which are heavily rural and also where almost two-thirds of LGBTQ people live currently—there are particularly high rates of same-sex couples parenting. In Mississippi, for example, nearly 26% of same-sex couples who live in the state are raising children (Hasenbush et al., 2014). Families in rural areas face challenges in accessing early childhood education and preschool in general. For example, an analysis of the availability of child care across eight states found that 55% of children in rural communities live in areas without a child care center, or where the child population was greater than three times the child care capacity, whereas in urban areas, only about one-third of children live in areas with low or no availability (US Department of Health & Human Services, 2020).

Issues of Equity: Children of LGBTQ+ Parents Have an Interest in an Equal Education, Free from Fear

The context in which a child with LGBTQ+ parents is raised matters significantly to their mental health. In particular, community and school contexts—where the child lives and attends school—matters greatly (Goldberg & Garcia, 2020). Specifically, when school climate, and school policies are implicitly or explicitly stigmatizing of LGBTQ+ identities, both children of LGBTQ+ parents and LGBTQ+ parents themselves experience compromised well-being, less satisfaction

with school, and a lower sense of ‘belonging’ at the school (Goldberg & Byard, 2020). Preschool-aged children specifically are impacted by the messages they receive about their families, at home and at school—as well as potential disconnects between those messages.

Ideally, preschool aged children receive several key messages related to family diversity (families come in all shapes and sizes), love (they are loved; love is an important part of what makes a family) and values (all families are valid; no one type of family is better than others) (Goldberg, 2022). When school culture communicates such messages, this helps to validate for children the worth of their families. By contrast, messages (e.g., communicated by religious institutions or schools) that equate homosexuality with mental illness are, in addition to being factually inaccurate, quite harmful, and perpetuate stigmatizing ideas against LGBTQ+ people (Wilkinson & Pearson, 2009). Such messages will negatively impact children, in that they can create a sense of confusion and distress, in that they love someone whose fundamental identity is being equated with illness and deviance (Daly et al., 2015; Goldberg & Allen, 2020; Jenkins, 2013).

Research has established links between school culture and child and family outcomes in LGBTQ+ parent families. In a recent study of LGBTQ+ parents, parents who reported less positive school climates (e.g., less LGBTQ+-friendly) also reported more emotional and behavioral challenges in their children (Goldberg & Garcia, 2020). Relatedly, another study found that children with LGBTQ parents who were victimized more at school exhibited more behavioral

challenges—however, this effect was buffered by the presence of LGBTQ curricula, such that victimized youth whose schools taught about LGBTQ people and events were less likely to demonstrate problem behavior than victimized youth whose schools lacked LGBTQ-inclusive curricula (Bos et al., 2008). And, in fact, both children with LGBTQ parents and LGBTQ children show compromised psychosocial adjustment when they attend schools characterized by an anti-LGBTQ+ climate (Bos & Gartrell, 2010; Kosciw et al., 2013). This is concerning, given that a hostile school climate can destabilize the learning environment for children and compromise their educational progress (Goldberg & Byard, 2020).

Significantly, there are advantages of an LGBTQ+-tolerant climate for all students. For example, multiple state, national, and international studies show that enumerated anti-bullying policies that are inclusive of sexual orientation and gender identity (SOGI) are associated with improved education environments for both LGBTQ+ students and non-LGBTQ+ students (Berger et al., 2019; Kosciw et al., 2020; Kull et al., 2020; Meyer et al., 2019). Further, schools with clubs that are explicitly inclusive of LGBTQ+ students tend to be characterized by greater feelings of safety and belonging and less bullying/victimization among both LGBTQ+ and heterosexual students (Kosciw et al., 2020; Poteat et al., 2013, 2019; Saewyc et al., 2014).

Parents as Partners in Education: The Importance of Parent Involvement and the Costs of Stigmatization

Parents' interactions with teachers and other parents in school settings can be a source of support,

connection, tension, and/or alienation, and are significant to parents' overall school involvement, which in turn has implications for child academic and psychosocial adjustment. Children do better when their teachers and parents are partners in their educational experience, connecting authentically and working together for the benefit of the student (Annie E. Casey Foundation, 2022).

Yet LGBTQ+ parents are vulnerable to both explicit and implicit marginalization by teachers and other parents in schools (Goldberg, 2014; Goldberg & Smith, 2014a; Goldberg et al., 2017). In turn, when LGBTQ+ parents feel alienated from or discouraged from engaging with their children's school or daycare, this may carry costs to their children (as well as the school, which benefits from parent involvement) (Goldberg et al., 2020). For example, Goldberg and Smith (2014b) found that LGBTQ+ parents who felt more accepted by other parents reported more involvement (e.g., volunteering) and better parent-teacher relationships; socializing with other parents was also related to greater involvement. Further, parents who reported negative interactions with teachers surrounding their families' differences reported poorer mental health in their children—at a later time point, suggesting that negative experiences in the school realm were prospectively linked to more child emotional/behavioral problems later on (Goldberg & Smith, 2014b).

Patterns of parent engagement are established early, such as in early childhood educational settings. In turn, parents' initial experiences with teachers and other parents—whether they feel accepted, included, and validated—can have long-lasting impacts on their

school engagement (Annie E. Casey Foundation, 2022; Goldberg, 2014). Research on LGBTQ+ parents' experiences in preschool environments specifically suggests that parents appreciate inclusive language in the classroom and on school forms (e.g., Parent 1 and Parent 2) (Goldberg, 2014); in turn, such actions on the part of schools, while basic, convey basic respect and can chart the course for more productive and positive parent-school relationships. Further, such actions are crucial in creating a safe environment for all preschool children and their families.

Signed on December 8, 2023 (original on file with counsel)

/s/ Abbie E. Goldberg

ABBIE E. GOLDBERG, Ph.D.

References

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Exhibit 46

Curriculum Vitae

Date Prepared: November 2023
Name: Amy Claire Tishelman, Ph.D.
Office Address: Boston College
140 Commonwealth Avenue
Chestnut Hill, MA, 02467
Work E-mail amy.tishelman@bc.edu

Education

Sept 1973- Aug 1977	B.A.	Psychology	Clark University
Sept 1981- Aug 1985	M.A.	Child Clinical Psychology	West Virginia University
July 1986 June 1987	Pre- Doctoral Internship	Pediatric Psychology/ Neuropsychology	University of Oklahoma Health Sciences Center
Sept 1985- Dec 1988	Ph.D.	Child Clinical Psychology	West Virginia University

Postdoctoral Training

July 1990-	Fellow	Human Development and	Center for Advanced Study in the Behavioral
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JA 1055

Aug 1990		Psychopathology	Sciences, Institute for Human Development and Psychopathology Stanford, CA
Sept 1992-Aug 1994	Fellow	Clinical Research Training Fellow on Family Violence	Children's Hospital, Boston/Harvard Medical School
Sept 1993-May 1995	Fellow	Family Violence	The Bunting Institute, Radcliffe College, and Harvard Medical School/Children's Hospital, Boston (Joint Fellowship)

Faculty Academic Appointments

Sept 1987-Aug 1988	Lecturer	Psychology	State University of New York at Binghamton
Sept 1988-May 1992	Assistant Professor	Psychology	State University of New York at Binghamton
Sept 1993-2022	Part-time Faculty	Psychology	Boston College

JA 1056

Sept 1994- June 2011	Instructor	Psychology (Psychiatry)	Harvard Medical School
July 2011- 2021	Assistant Professor	Psychology (Psychiatry)	Harvard Medical School
Sept 2014-	Affiliated Faculty	Women's/Gender Studies	Boston College
Feb 2022-	Research Associate Professor	Psychology and Neuroscience	Boston College

APPOINTMENTS AT HOSPITALS/AFFILIATED INSTITUTIONS

Hospital Appointments

Sept 1992- Aug 2017	Associate Scientific Staff	Psychology (Psychiatry)	Children's Hospital Boston
Sept 2017- April 2022	Senior Attending	Psychology (Psychiatry)	Children's Hospital Boston
Oct 2013- Dec-2015	Assistant Psychologist		Massachusetts General Hospital

JA 1057

Jan 2016- Nov 2018	Research Staff, Department of Pediatrics		Massachusetts General Hospital
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Major Administrative Leadership Positions

May 2002- May 2005	Director, Child Protection Clinical Services, Child Protection Program	Boston Children's Hospital
June 2005- Dec 2012	Director, Training and Research, Child Protection Program	Boston Children's Hospital
Oct 2013- Dec 2015	Director of Research/Senior Psychologist Child Protection Program	Massachusetts General Hospital
Sept 2013- June 2017	Director of Psychology Department of Urology	Boston Children's Hospital
Jan 2013- April 2021	Director of Clinical Research, Behavioral Health, Endocrinology &	Boston Children's Hospital

JA 1058

	Urology (Be-U) Program & Gender Management Service (BE- U/GeMS)	
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**REPORT OF CLINICAL ACTIVITIES AND
OTHER PROFESSIONAL POSITIONS**

Current Licensure and Certification

Dec 1993-

Licensed Psychologist, Health Service Provider,
Massachusetts Practice Activities
Discipline: Clinical Psychology

1992-2007

Senior Psychologist, Ambulatory Care Outpatient,
Child Protection, Children's Hospital Boston,
2-3 clinics/week

Comprehensive extended evaluations and clinical
interviews of children and families, in the context of
concerns regarding child maltreatment, family
violence and trauma; Trauma treatment.

Training and supervision of social work and clinical
psychology trainees.

1995-1997

Affiliated Clinician, forensic evaluations,
Psychological Services, Inc., Variable hours/week

1995-2003

Private Practice, general outpatient clinical
treatment practice, Variable hours/week

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1999-1999

Developmental Medicine Center,
Division of General Pediatrics,
School Function and Preschool Assessment Teams
Children's Hospital Boston
8hrs/week

Administered standardized screening and assessment
measures for diagnostic purposes in multi-disciplinary
team

2002-2003

Ambulatory Care, Outpatient, Optimal Weight for
Life
Children's Hospital Boston
1 clinic/week

Psychological screening and intervention as part of
multidisciplinary team, for overweight children
seeking nutritional and weight loss intervention

2002- 2012

Mental Health Committee
Suffolk County Child Advocacy Center
Variable (2-4 hrs/wk)

Co-trainer of community practitioners on child sexual
abuse evaluation practices; Observation/Consultation:
forensic child interviews as part of multi-disciplinary
team

2005-

Expert Witness
Trial Courts
Variable

Expert witness, child abuse and trauma

JA 1060

Sept 2012 -Nov 2012

Functional Pain Clinic

Boston Children's Hospital

4 hrs/wk

Evaluated children on the gastrointestinal service presenting with chronic pain, as part of multidisciplinary team. Provided psychological consultation as part of multidisciplinary team (temporary position while staff member was on leave)

September 2013-2021

Director of Clinical Research

Senior Attending Psychologist,

Boston Children's Hospital/Harvard Medical School

Gender Multispecialty Service-Differences of Sex

Development Clinic

Clinician providing evaluation and/or consultation services to children and families for gender-non-conforming and questioning concerns, as well as for children who are intersex or with Differences of Sex Development (DSD).

September 2013-2017

Director of Psychology

Boston Children's Hospital

10 hrs/wk

Urology Department

Senior Clinician, charged with developing psychological services for the Urology service, including consultation, screening and/or evaluation and psychotherapy services, as well as a possible program of clinical research.

JA 1061

October 2013-December 2015

Research Director

Senior Psychologist

Child Protection Program

Massachusetts General Hospital

12 hrs/wk

Senior Clinician, charged with developing a program of research, select case consultation and training

COMMITTEE SERVICE

Local

1990-1992	Women's Studies Curriculum Committee	State University of New York at Binghamton
1990-1992	Women's Studies Steering Committee	State University of New York at Binghamton
1990-1992	Undergraduate Curriculum Committee, Psychology Department	State University of New York at Binghamton
2007-2008	Research Consultation Subcommittee, Center for the Behavioral Sciences	Children's Hospital Boston
2007-2010	Program for Behavioral Sciences-Community Translation Research Subcommittee, Psychiatry	Children's Hospital Boston

JA 1062

2007-2010	Ethics Advisory Committee	Children's Hospital Boston
2008-2013	Institutional Review Board 2008-2011 2011-2013	Children's Hospital Boston Primary Member, Psychiatry Alternate Member, Psychiatry
2009-2012	Self-Regulation in Children and Adolescents (SRiCA) Initiative, Psychiatry	Children's Hospital Boston
2010-2011	Co-Chair, Child Maltreatment Research Group	Children's Hospital Boston, Harvard Medical School
2014	Trauma and Violence Committee	Massachusetts General Hospital Harvard Medical School
2014	Medical Child Abuse Guidelines Development	Massachusetts General Hospital Harvard Medical School
2015-	LGBTQD Youth Consortium at BCH	Boston Children's Hospital Harvard Medical School
2016-	The Sexual Orientation and Gender Identity and Expression (SOGIE) working group	Boston Children's Hospital/ Harvard T.H. Chan School of Public Health

JA 1063

2016-2018	Psychology Postdoctoral Training Committee	Boston Children's Hospital
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Regional

1987-1990	Binghamton School Partnership Project	New York State Education Department
1990-1992	Clinical Psychology Consultant	Broome County Head Start
1991-1992	Clinical Psychology Consultant	Broome County Child Abuse Council
2002-2005	Board of Directors	Massachusetts Association of Guardians Ad Litem
2002-2012	Mental Health Consultant: training on child sexual abuse, observation of child forensic interviews as part of a multi-disciplinary team	Suffolk County Child Advocacy Center
2004-2006	Child and Adolescent Committee	Massachusetts Governor's Commission on Sexual and Domestic Violence
2004-2006	Child and Adolescent Committee, Trauma	Massachusetts Governor's

JA 1064

	and Learning Subcommittee	Commission on Sexual and Domestic Violence
2005-2006	Co-Chair, Probate and Family Court Subcommittee	Massachusetts Governor's Commission on Sexual and Domestic Violence
2006-2011	Advisory Council, Safe and Supportive Learning Environment Project (SSLE)	Department of Elementary and Secondary Education
2007-2014	Invited Member, Governor's Council on Domestic and Sexual Violence	Massachusetts Governor's Council on Sexual and Domestic Violence
2007-2010	Multidisciplinary Task Force on Child-to-Child Abuse	Suffolk County Child Advocacy Center
2008-2009	Member, Disaster Behavioral Health Committee	Massachusetts Emergency Management Association (MEMA)
2008-2011	Educator's Guidance Working Group	Department of Elementary and Secondary Education.
2008-2011	Co-Chair, Child/Youth Services Committee	Massachusetts Governor's

JA 1065

		Council on Sexual and Domestic Violence
2009-2013	Co-Chair, Guardians and Litem Task Force	Massachusetts Governor's Council on Sexual and Domestic Violence
2009-2012	Co-Chair, Coalition for Positive Relationships and the Media (CPR and the Media)	Professional Coalition, Massachusetts
2013	Blue Ribbon Nominating Committee	Families First, Massachusetts
2016-2019	Co-leader: Alliance of Gender Affirming Professionals (AGAP: with Sabra Katz-Wise) Regional consortium of experts involved in transgender youth care	Massachusetts

National

2010-2012	Advisory Board, "Improving the Response to Child Abuse Victims with Disabilities: A National Curriculum for First Responders, Forensic Interviewers	U.S. Department of Justice, Office for Victims of Crime Grant awarded to Alliant University/ Institute on Violence, Abuse
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JA 1066

	and Allied Professionals”	and Trauma (IVAT) and the Disability, Abuse and Personal Rights Project/Child Abuse & Neglect Disability Outreach Project (DAPR/CANDO)
2012-	Project Consultant, Disability and Abuse Project	Spectrum Institute
2016-2018	Member, Working Group for Fertility/Sexual Function Guidelines in At-Risk Pediatric Populations	American Academy of Pediatrics
2016-2017	Special Interest Group on Transgender Health, Invited Mental Health Representative	Pediatric Endocrine Society
2018, April	Methods and Measurement in Sexual and Gender Minority (SGM) Health Research Workshop Sexual & Gender Minority Research Office (SGMRO) at the National Institutes of	Invited Participant

JA 1067

	Health (NIH), Bethesda, MD.	
2019-	Co-Chair, Task Force on Differences of Sex Development, American Psychological Association	
2023-	National Academies of Sciences, Engineering and Medicine (NASEM): Invited Member: <i>Committee on Sex and Gender Identification and Implications for Disability Evaluation</i>	

International

2017-2022

Lead, Standards of Care, Version 8: World
Professional Association of Transgender Health,
“Child”

2018-

Global Education Initiative (GEI) Faculty,
World Professional Association of Transgender Health

Selected Professional Memberships

American Psychological Association (APA)

APA Divisions:

JA 1068

- Society for the Psychological Study of Lesbian, Gay, Bisexual and Transgender Issues
 - Society of Clinical Child and Adolescent Psychology
 - Society of Pediatric Psychology
 - Co-Chair: Differences of Sex Development Special Interest Group (2017- present)
 - Trauma Psychology
- World Professional Association of Transgender Health
- Invited Member, Child and Adolescent Committee (2017-present)

Expert Witness: Hired as an expert on child maltreatment and trauma for numerous civil and criminal cases in Massachusetts, Colorado and Connecticut (approximately 40 times)

NIH invited grant reviewer: NICHD, NIMHD grant peer review panels on multiple occasions

Editorial Activities

Ad hoc Reviewer

1985-1986	Behavioral Assessment
1985-1986	International Journal of Clinical Neuropsychology
1985-1987	Child and Adolescent Psychotherapy
1985	Education and Treatment of Children
1985	Journal of Applied Behavior Analysis
1988	Journal of Pediatric Psychology
2006-	Child Abuse and Neglect
2006-	Journal of Child Sexual Abuse
2007-	Journal of Child and Adolescent Trauma

JA 1069

2010	Annals of Nigerian Medicine
2010-	Ethics and Behavior
2012	Egyptian Journal of Forensic Sciences
201	Sage Publications, Inc.
2012-	Journal of Family Violence
2014-	Journal of Adolescence
2016-	Transgender Health
2016-	Journal of the American Academy of Child and Adolescent Psychiatry
2016-	Journal of Adolescent Health
2017-	Pediatrics
2017-	Archives of Sexual Behavior
2017-	International Journal of Transgenderism
2017-	Journal of Clinical Child and Adolescent Psychology
2018-	Psycho-Oncology
2018-	BMJ Open

Other Editorial Roles

2007-2010	Editorial Board	Journal of Child and Adolescent Trauma
2010	Guest Co-Editor, Double Issue	Journal of Child Sexual Abuse: Tishelman (with Geffner), 2010. <i>Forensic, Cultural and Systems Issues in Child Sexual Abuse Cases</i> , Volume 19, 5 & 6.
2009-2011	Guest Co-Editor, Double Issue	Journal of Child and Adolescent Trauma: Tishelman (with Geffner), 2011. <i>Child and</i>

JA 1070

		<i>Adolescent Trauma Across the Spectrum of experience, Volume 4, 1 & 2.</i>
2010-	Editorial Board	Child Abuse and Neglect
2011-2020	Editorial Board	Journal of Child Sexual Abuse
2011-2022	Associate Editor	Journal of Child and Adolescent Trauma
2020-2018	Editorial Board Guest Co-Editor	International Journal of Transgender Health Special Issue, Clinical Practice in Pediatric Psychology (CPPP): Advancing the Practice of Pediatric Psychology with Transgender Youth (with Chen, Edwards-Leeper & Stancin)

REPORT OF FUNDED AND UNFUNDED PROJECTS

Funding Information

1988-1990	Sub-contractor	NSF Grant (subcontracted from Emory University, Eugene Emory, Ph.D: P.I.): Fetal Heart Responsivity and Newborn Behavior
Examined subsequent neuropsychological correlates of fetal heart responsivity		
1988	P.I.	Biomedical Research Support Grant, SUNY at Binghamton:

JA 1071

		Assessment of Social Skills in Children: A Multimethod-Multisite Approach
The major goal of this study was to examine the correspondence of parent and teacher perceptions of children's social skills		
1988	Co-Director	Children and Youth Psychological Services Training Project , Central New York Regional Office of Mental Health
This grant funded training of mental health providers in New York State regarding Child mental health.		
1989-1990	P.I.	Biomedical Research Support Grant, SUNY at Binghamton A Normative and Factor Analytic Study of Children's Social Adjustment. Statistical examination of primary school male and female children's social adjustment
This grant examined statistical factors related to social adjustment in male and female primary school children.		
1990	Co- Investigator	United Health Services;
Clinical factors associated with suspicion and subsequent reporting of childhood sexual abuse		

JA 1072

2001-2002	Co-Director	Children's Hospital Boston Child Abuse and Child Mental Health: Community Outreach Project (with Andrea Vandeven, M.D.)
This major goal of this grant was to provide training to local Community Health centers in areas related to child maltreatment and trauma.		
2007-2008	Co-Director	Community Child Health Fund Grant (with Suffolk County CAC)
Clinical and Case Management of Children with Sexualized Behaviors: Developed database; provided CHB consultant on site, developed resource brochure		
2008-2012	Consultant/Key Advisor	The Boston Foundation/Wellesley Centers for Women, "Improving Court Approaches to Domestic Violence Cases: Initiating Systemic Change for the Massachusetts Family Courts"
Snapshot survey of court satisfaction in Massachusetts Domestic Relations Courts, with litigant, judge and Probation Officer Respondents, for families with and without recognized domestic violence; Role: review of ethical procedures and IRB protocol, review of data collection instruments, meet with court personnel, review of data analysis and findings, assistance with creating		

JA 1073

statewide forums and outreach to policy makers, and contribute to the final report and review it.			
2009-2014	P.I.	Massachusetts Association of Guardians Ad Litem, "Domestic Violence and Child Interview Practices during Guardian Ad Litem Evaluations: A Preliminary Study" #85957	\$6,000
Survey current approaches to the assessment of domestic violence in custody/access disputes by Massachusetts Guardians Ad Litem, and national child custody evaluators.			
2010-2011	Co-Project Leader	Subcontract-SAMHSA/United Way: \$9,000 Development of Posters for Boston's Thrive in 5 Initiative	\$9,000
2014-2016	P.I. "Cultural Issues in	Department Internal	Funding, MGH

	Child Sexual Abuse	Interviews: A Qualitative Study”	
Examines the experiences of forensic interviewers at Child Advocacy Centers (CACs) throughout the United States, as well as CAC Directors, with regard to frequent and significant cultural issues encountered during their work with alleged child sexual abuse victims and families, utilizing a qualitative methodology. Conducted in collaboration with Lisa Fontes, Ph.D. (University of Massachusetts, Amherst).			
2015-2020	Co-I	R01 HD082554	Olson, Garofalo, Rosenthal, Chan (PIs)
<p>“The Impact of Early Medical treatment in Transgender Youth”</p> <p>The goal of this research project is to conduct a multi-site observational study examining the physiological and psychosocial outcomes of existing medical treatment protocols for gender dysphoria in early pubertal and late pubertal transgender youth.</p>			
2019-2024	Chen, Ehrensaft, Hidalgo (contact), *Tishelman	R01 HD097122	
<p>“A longitudinal Study of Gender Non-conformity in Prepubescent Children”</p> <p>The goal of this study is to establish a national cohort of pre-pubertal transgender/gender nonconforming children, and longitudinally observe this cohort to expand the body of empirical knowledge pertaining to a) gender development and cognition in transgender/gender</p>			

<p>nonconforming children; b) mental health symptomology and functioning over time; c) how family-initiated social gender transition may predict or alleviate mental health symptom and/or diagnoses. <i>(*Note: stepped down form PI role in 2021; will be involved in dissemination activities)</i></p>		
2016-2019	Crerand and Tishelman (PIs)	R21HD089526
<p>“Factors Influencing Psychosocial Outcomes in Disorders of Sex Development” The goal of the proposed research is to conduct a cross-sectional study using a mixed-methods qualitative and quantitative approach to examine diagnosis-related and general developmental factors associated with resilience, quality of life and psychosocial adjustment in adolescents and young adults with DSD.</p>		
09/17/20 – 06/30/23	Crerand & Tishelman (PIs)	1R21MD015860-01
<p>“Measuring Medical Care Experiences and Traumatic Stress in Differences of Sex Development” The primary goal of the study is to develop a self-advocacy tool for youth to better understand their medical care experiences and needs, and related impacts on well-being, including traumatic stress symptoms, in youth with differences of sex development (DSD).</p>		
07/01/21-	Crerand & Tishelman (PIs)	5 R21 MD015860-02

06/30/ 23		
<p><i>Supplement awarded: “Measuring Gender Experiences and Related Care Needs in DSD.”</i> The primary goal of the study is to develop a module in the self-advocacy tool to assess gender care experiences and needs in youth with sex trait differences.</p>		
9/23- 9//28	Strang, Crerand & Tishelman (PIs)	1R01MD018 044-01
<p>“Equitable Measurement of Care Disparities and Needs in Intersex Youth/Youth with Variations in Sex Development” This project addresses the interdisciplinary care and self-advocacy needs of youth with variations in sex traits (VST; also known as Intersex or Differences of Sex Development), utilizing a community participatory process. This project will identify and examine intragroup disparities to inform more equitable models of care.</p>		

Selected Unfunded Projects

2018-2021 P.I. “Psychosocial and care practices for patients with Turner Syndrome”

This study created a database of patients seen for Turner Syndrome at BCH. The database has been used to describe the medical and psychological characteristics, psychosocial, developmental/behavioral needs and care patterns for individuals with Turner Syndrome of all ages at Boston Children’s Hospital in the last 10 years.

2013-2021 P.I. Psychosocial Database: Gender Multispecialty Service, Boston Children’s Hospital

JA 1077

This study created a database of patients seen at Boston Children's Hospital (BCH) requesting evaluation ahead of medical intervention. Several papers have already been published based on this data, used to describe the psychosocial characteristics of youth seeking care in this gender clinic.

REPORT OF LOCAL TEACHING AND TRAINING

Teaching of Students in Courses

Local

State University of New York at Binghamton

1988

Introduction to Psychology

Undergraduate students

Professor

One semester

1988-1992

Clinical Assessment

Clinical Psychology Graduate Students

Professor

One semester/year

1990

Psychology of Personality

Undergraduate students

Professor

One semester

1991

Health Psychology

Undergraduate Students

Professor

JA 1078

One semester

Boston College

1993-2004

Family Violence

Undergraduate students

Professor

One semester/yr

1993-1996

Psychological Assessment

Undergraduate students

Professor

One semester/yr

1997-1999

Developmental Psychology

Undergraduate students

Professor

One semester/yr

1999-2001

Abnormal Psychology

Undergraduate students

Professor

One semester/yr

2005-Present

Developmental Psychopathology

Undergraduate students

Professor

One semester/yr

2005-Present

Interpersonal Violence

JA 1079

Undergraduate students
Professor
One semester/yr

2014
Independent Study
Spring 2014
Faculty Advisor, Catherine Guerrier,
*Beauty Ideals and Implications for Sexual
Behavior Among African-American Women
William James College/Massachusetts School of
Professional Psychology*

2013-2018
Child Maltreatment
Professor
One semester/yr
The Center of Excellence for Children, Families
and the Law, Certificate in Child and Family
Forensics , core course(co-developed and co-taught
with Robin Deutsch, Ph.D.)

**Formal Teaching of Residents, Clinical Fellows
and Research Fellows (post-docs)**

2005
Sexual Abuse and Trauma Evaluations
Psychiatry/Psychology Trainees
Children's Hospital Boston
Seminar

2005
Sexualized Behaviors: Evaluation, treatment
strategies and therapeutic tools.
Psychiatry/Psychology Trainees
Children's Hospital Boston

JA 1080

Seminar

2006

Introduction to Child Protection
Psychology/Social Work Trainees
Child Protection Program, Children's Hospital
Boston
Seminar

2006

Introduction to Child Protection Clinical Services
Psychology/Social Work Trainees
Child Protection Program,
Children's Hospital Boston
Seminar

2007

Child Sexual Abuse and Trauma: Children with
Developmental Disabilities
Developmental Medicine fellows
Children's Hospital Boston
Seminar

2007

Reactive Attachment Disorder
Psychiatry Trainees
Psychiatry Seminar
Seminar

2007

Failure to Thrive
Psychiatry Trainees
Psychiatry Seminar
Seminar

JA 1081

2007-2009

Child Maltreatment Seminar series

Psychology Trainees

Martha Elliot Health Center

Series of 5, one hour seminars, given annually

2009

Evaluation of Child Sexual Abuse

Social Work Trainees

Children's Hospital Boston

Seminar

2010

Assessment of Child Sexual Abuse

Social Work Trainees

Children's Hospital Boston

Seminar

2011

Child Trauma

Psychology Trainees

Children's Hospital Boston

Seminar

2015

Psychology Interns

Serving Transgender Youth

Boston Children's Hospital

Seminar

PGYIII Residents

Serving Transgender Youth

Massachusetts General Hospital

Seminar

JA 1082

Pediatric Residents
Serving Transgender Youth
Massachusetts General Hospital
Seminar

Psychology Interns
Serving Transgender Youth
Boston Children's Hospital
Seminar

Mental Health Trainees
Adolescent Medicine, Boston Children's Hospital
Transgender Youth
Seminar

2016
PGYIII Residents
Serving Transgender Youth
Massachusetts General Hospital
Seminar

2017
PGYIII Residents
Serving Transgender Youth
Massachusetts General Hospital
Seminar

Psychology Interns
Serving Transgender Youth
Seminar

Clinical Supervisory and Training Responsibilities

1988 - 1992	Psychotherapy Supervision, Clinical Psychology Graduate Students	State University of New York at Binghamton	Two semesters/yr.
1995 - 2007	Child Protection Outpatient Services, Directed rotation and supervised psychology pre-doctoral interns and social work graduate students	Children's Hospital Boston	Variable (approximately 4 hours per week)
2002 - 2003	Optimal Weight for Life Clinic, Psychology Trainees	Children's Hospital Boston	One Hour/week
2016 - 2017	Psychologist, Urology Department (Jen Rohan, Ph.D.)	Children's Hospital Boston	One Hour/week
2016 - 2018	Director, Psychology	Supervisor, Psychology Fellow	Variable

JA 1084

	Fellowship, DSD/GeMS	Children's Hospital Boston DSD- GeMS/Urolo gy (Coleen Williams, Psy.D.)	
2018 - 2019	Supervisor in Urology, psychology, Lily Hammill, Ph.D.		Variable

**Research Supervisory and Training
Responsibilities**

1987- 1992	Undergraduate, Masters and Doctoral student research (masters and doctoral thesis committees)	State University of New York at Binghamton	Two semesters/ yr.
2007- 2009	Post-doctoral research fellow	Children's Hospital Boston	Variable
2013-	Endocrinology	Boston Children's Hospital	Variable

Formally Supervised Trainees

2001-2002	Laura Gallagher, Ph.D.	
Supervised year-long pre-doctoral clinical internship 8 hour rotation in Child Protection Clinical Services outpatient clinic, primarily involving in depth evaluations of children and their families when maltreatment (usually child sexual abuse) and trauma was suspected		
2002-2003	Nicole Marcus, Ph.D.	Private Practice
Supervised year-long pre-doctoral clinical internship 8 hour rotation in Child Protection Clinical Services outpatient clinic, primarily involving in depth evaluations of children and their families when maltreatment (usually child sexual abuse) and trauma was suspected		
2003-2004	Angeline Maughan, Ph.D.	Staff Clinician, Children's Hospital Neighborhood Partnerships
Supervised year-long pre-doctoral clinical internship 8 hour rotation in Child Protection Clinical Services outpatient clinic, primarily involving in depth evaluations of children and their families when maltreatment (usually child sexual abuse) and trauma was suspected		
2004-2005	Zachary Warren, Ph.D.	Clinical Assistant Professor of Psychiatry, Vanderbilt Kennedy Center

Supervised year-long pre-doctoral clinical internship 8 hour rotation in Child Protection Clinical Services outpatient clinic, primarily involving in depth evaluations of children and their families when maltreatment (usually child sexual abuse) and trauma was suspected		
2005-2006	Julie AhnAllen, Ph.D.	Staff Psychologist, Boston College, University Counseling Services
Supervised year-long pre-doctoral clinical internship 8 hour rotation in Child Protection Clinical Services outpatient clinic, primarily involving in depth evaluations of children and their families when maltreatment (usually child sexual abuse) and trauma was suspected, and psychotherapy for a limited number of children.		
2006-2007	Elizabeth Shepherd, Ph.D.	Clinical Psychologist, Lowell Juvenile Court, MA
Supervised year-long pre-doctoral clinical internship 8 hour rotation in Child Protection Clinical Services outpatient clinic, primarily involving in depth evaluations of children and their families when maltreatment (usually child sexual abuse) and trauma was suspected, and psychotherapy for a limited number of children.		
2010-2011	Nicole Sullivan	Boston College undergraduate, Psychology Dept.
Co-Chaired Boston College undergraduate Honors Thesis, entitled <i>"The Effects of Pornography"</i>		

<i>Consumption on the Sexualization of Common Encounters”</i>		
2010-2012	Kate McLaughlin, Ph.D.	Assistant Professor in Pediatrics and Psychiatry, Children’s Hospital Boston
Supervisor, post-doctoral fellowship. Dr. McLaughlin performed therapeutic activities with children exposed to trauma and maltreatment, including individual and family therapy. She also conducted psychological research with children, adolescents and families		
2011-2012	Natasha Byars, MSW	Social Work Fellow
Supervised research assistant activities 4/hrs. wk		
2012-2015	Colleen Hayden, LICSW	Social Worker, Boston Children’s Hospital
Dissertation Committee and local research supervisor, Boston College Social Work Department		
2014	Catherine Guerrier	Boston College undergraduate
Co-chaired Boston College Undergraduate research study, Community Research Program, entitled “ <i>Beauty Ideals and Implications for Sexual Behavior Among African American Women</i> ”		
2014- 2015	Daniel Shumer, M.D.	Endocrinology Fellow, Boston Children's Hospital DSD-GeMS
Research Mentor, Disorders of Sexual Development-Gender Management Service (DSD-GeMS)		

JA 1088

2015-2017	Lauren Morris, M.D.	Longwood, PGY2 Psychiatry Resident
Research Mentor, DSD-GeMS		
2016-	Emily Pariseau	Boston University Doctoral Student, Clinical Psychology Graduate Program
Research Mentor, DSD-GeMS		
2016- 2017	Alison Schwartz	Boston University graduate student Genetic Counseling
Clinical Supervisor, DSD-GeMS Clinical Psychology Graduate Program		
2016-2018	Coleen Williams, Psy.D.	Post-doctoral Fellow, Urology and DSD-GeMS
Fellowship Director, Clinical and Research Supervisor, Harvard Medical School and Boston Children's		
2017	Kayla Louise Mackie	Doctoral Dissertation Committee Massey University
2017-2018	Research Mentor, Jessica Kremen, M.D.,	Endocrinology Fellow Variable
2018-	Research Mentor, Rebecca Harris, M.D.,	Endocrinology Fellow Variable

JA 1089

2018-	Research Mentor, Kate Millington, M.D.,	Endocrinology Fellow Variable
2018-	Research Mentor, Iris Insogna, M.D.,	Reproductive Endocrinology Variable and Infertility, Brigham and Women's Hospital
2018	Clinical Supervisor, Lily Hammill,	Department of Urology Variable

FORMAL TEACHING OF PEERS (E.G., CME AND OTHER CONTINUING EDUCATION COURSES)

Local Invited Presentations

2002	Boston, MA	Children's Hospital Boston
Evaluating and managing children who may have experienced trauma.	Continuing Education Medical Forum	

SELECTED: Local Invited Presentations

1999	Cognitive-Behavioral Treatment of Child Trauma	Seminar
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JA 1090

Department of Psychiatry, Children's Hospital Boston		Sexual Abuse Treatment Team
2001	Child Trauma (with Kim McNamara)	Seminar
Developmental Medicine Program, Children's Hospital Boston		Seminar Series
2002	Suspicion in Childhood Sexual Abuse (with Jennifer Crossland)	Poster
Harvard University Disability Conference		Conference Presentation
2003	Child Protection and Domestic Violence	Seminar
Pastoral Services, Children's Hospital Boston		Seminar series
2004	Child Sexual Abuse: Merging the psychosocial evaluation and physical exam findings (with Wilson & Haney)	Grand Rounds
Children's Hospital Boston		
2005	Positive Parenting (with Allison Scobie)	Seminar
Children's Hospital Boston		
2005	Clinical case review (With Warren & Haney)	Case Review Series
Child Protection Program, Children's Hospital Boston		

JA 1091

2005	Sexual Abuse and Trauma Evaluations: Processes and Procedures.	Seminar Series
Child Protection Program Didactic Seminar (open to hospital staff and trainees)		
2005	Dynamics of Family Violence	Seminar
Child Protection Clinical Services Didactic Seminar, Children's Hospital Boston (open to hospital staff and trainees)		
2005	Child Interviewing for Sexual Abuse Evaluations	Seminar
Child Protection Clinical Services Didactic Seminar, Children's Hospital Boston (open to hospital staff and trainees)		
2005	Child Neglect (with Vandeven)	Seminar
Social Work Staff Training, Children's Hospital Boston		
2005	Child Protection and Family Violence	Seminar
Dana Farber Cancer Institute		
2006	Interviewing Parents and Guardians in Sexual Abuse and Trauma Evaluations	Seminar

JA 1092

Child Protection Program Didactic Seminar (open to hospital staff and trainees), Children's Hospital Boston		
2006	Formulations and Conclusions in Child Sexual Abuse Evaluation	Seminar
Child Protection Program Didactic Seminar (open to hospital staff and trainees), Children's Hospital Boston		
2006	Child Protection Clinical Case Review (with Haney)	Clinical Case Review
Child Protection Program, Children's Hospital Boston		
2006	Evidenced-Based Treatment of Child Trauma	Seminar
Child Protection Program Didactic Seminar (open to hospital staff and trainees), Children's Hospital Boston		
2006	Understanding the Impact of Trauma on Children (with Michalek)	Seminar
Nursing Grand Rounds, Children's Hospital Boston		
2006	Systems Issues in Child Protection	Seminar
Nursing Grand Rounds, Children's Hospital Boston		
2006	Dynamics of Family Violence: Domestic Violence and Sexual Abuse	Seminar

JA 1093

Nursing Grand Rounds, Children's Hospital Boston		
2006	Introduction to Child Protection	Seminar
Adolescent Medicine Program, Children's Hospital Boston		
2006	Child Sexual Abuse (with Joanne Michalek)	Seminar
Nursing Grand Rounds, Children's Hospital Boston		
2006	Dynamics of Family Violence	Seminar
Child Protection Program Didactic Seminar (open to hospital staff and trainees), Children's Hospital Boston		
2006	Developmental/Ecological Model of Understanding Trauma	Seminar
Child Protection Program Didactic Seminar (open to hospital staff and trainees), Children's Hospital Boston		
2007	Hypotheses, Formulation and Report Writing in Sexual Abuse Evaluations	Seminar
Child Protection Program Didactic Seminar (open to hospital staff and trainees), Children's Hospital Boston		
2007	Evidence Based Approaches to treatment of Trauma	Seminar
Child Protection Program Didactic Seminar (open to hospital staff and trainees), Children's Hospital Boston		
2007	Cognitive Behavioral Therapy for Abused and	Seminar

JA 1094

	Traumatized Children and non-offending Parents	
Child Protection Program Didactic Seminar (open to hospital staff and trainees), Children's Hospital Boston		
2007	Suggestibility and Memory	Seminar
Child Protection Program Didactic Seminar (open to hospital staff and trainees), Children's Hospital Boston		
2007	Developmental Disabilities and child abuse	Seminar
Child Protection Program Didactic Seminar (open to hospital staff and trainees), Children's Hospital Boston		
2007	Prosecution and child abuse (with Haney)	Seminar
Child Protection Program Didactic Seminar (open to hospital staff and trainees), Children's Hospital Boston		
2007	Evaluation of trauma in the school setting (with Haney)	Seminar
Child Protection Program Didactic Seminar (open to hospital staff and trainees), Children's Hospital Boston		
2007	Child neglect: Definitional dilemmas and outcomes	Seminar
Child Protection Program Didactic Seminar (open to hospital staff and trainees), Children's Hospital Boston		

JA 1095

2007	Sexual Behavior Problems in Children	Grand Rounds
Child Protection Program, Grand Rounds, Children's Hospital Boston		
2007	Child Sexual Abuse and Trauma: Children with Developmental Disabilities	Seminar
Developmental Medicine Seminar Series, Children's Hospital Boston		
2008	Child Trauma	Seminar
Collaborative Office Rounds, Children's Hospital Boston		
2008	Strategies for Managing Vicarious Trauma (with Chamorro & Scobie)	Training
Child Protection Program Staff and Trainees, Children's Hospital Boston		
2008	Child Neglect (with Newton)	Seminar
Child Protection Program Didactic Seminar (open to hospital staff and trainees), Children's Hospital Boston		
2009	Sexual Abuse: Psychosocial Factors	Seminar
Child Protection Program Didactic Seminar (open to hospital staff and trainees), Children's Hospital Boston		
2009	Introduction to Trauma I (with Chamorro)	Seminar
Child Protection Program Didactic Seminar (open to hospital staff and trainees), Children's Hospital Boston		

JA 1096

2009	Introduction to Trauma II (with Chamorro)	Seminar
Child Protection Program Didactic Seminar (open to hospital staff and trainees), Children's Hospital Boston		
2009	Vicarious Trauma (with Chamorro)	Grand Rounds
Child Protection Program, Grand Rounds, Children's Hospital Boston		
2009	Sexualized Behavior in Children	Seminar
Child Protection Program Didactic Seminar (open to hospital staff and trainees), Children's Hospital Boston		
2009	Child Neglect	Seminar
Optimal Weight for Life Clinic, Children's Hospital Boston		
2010	Triaging Sexual Abuse Cases (with Holleran)	Seminar
Child Protection Program Didactic Seminar (open to hospital staff and trainees), Children's Hospital Boston		
2010	Expert Testimony from Diverse Vantage Points (with Newton)	Grand Rounds
Child Protection Program, Grand Rounds, Children's Hospital Boston		
2010	Prevention and Health Promotion (with Newton)	Seminar
Child Protection Program Didactic Seminar (open to hospital staff and trainees), Children's Hospital Boston		

JA 1097

2010	Child Sexual Abuse: Spotlight on International Training in Japan (with Kozu)	Grand Rounds
Child Protection Program, Grand Rounds, Children's Hospital Boston		
2011	Child Neglect, Part 1 (with Chatriand)	Seminar
Young Parent's Program, Children's Hospital Boston		
2011	Child Neglect, Part 2 (with Chatriand)	Seminar
Young Parent's Program, Children's Hospital Boston		
2011	Domestic Violence Case Discussion	Seminar/ Training
Young Parent's Program, Children's Hospital Boston		
2012	Child Protection Concerns in the Young Parent's Program	Seminar/ Training
Child Protection Program Didactic Seminar (open to hospital staff and trainees) Children's Hospital Boston		
2012	Child Trauma	Seminar/ Training
Adolescent Unit, Psychology Trainees, Boston Children's Hospital		
2014	Developmental Trauma	Training
Child Protection Program, Medical Residents, Massachusetts General Hospital		
2014	Enhancing Sensitivity to Risk Factors for Child	Discussant

JA 1098

	Maltreatment in an Inpatient Consult Liaison Psychiatry Service	
Psychosomatic Conference, Adult Psychiatry Program, Aronica Cotton, M.D., Massachusetts General Hospital, Discussant		
2014	Child Sexual Abuse	Seminar
Massachusetts General Hospital, Child and Adolescent Residents		
2014	Pediatric Urology: Mental Health and Behavioral Complexities	Grand Rounds
Boston Children's Hospital, Department of Urology		
2015	Serving Transgender Youth	Seminar
Boston Children's Hospital, Department of Adolescent Medicine		
2018	Transgender and Gender Diverse Youth: Considerations and Controversies	Psychiatry Grand Rounds
Boston Children's Hospital, Department of Psychiatry		

SELECTED: Report of Regional, National and International Invited Teaching and Presentations

Regional

1993	Coping with the memory of trauma: Dilemmas and promises of treatment with children	Conference Presentation
The Ninth Annual Conference of Abuse and Victimization in Life-Span Perspective, Boston, MA		
1993	Professional responses to revelations of abuse.	Conference Presentation
The Ninth Annual Conference of Abuse and Victimization in Life-Span Perspective, Boston, MA		
1994	Unveiling a secret: The mystery of family violence evaluation	Seminar
The Mary Ingraham Bunting Institute, Cambridge, MA.		
1995	The abuse conundrum: Social justice and clinical science.	Seminar
The Mary Ingraham Bunting Institute, Cambridge, MA.		
1995	Treatment strategies in child abuse	Seminar
Psychology Department, University of Connecticut, Storrs		

JA 1100

1996	Child sexual abuse: Current issues in investigation and prosecution	Panelist
Massachusetts Victims Rights Conference, Boston		
1999	Sexual abuse medical and mental health evaluations: A multi-disciplinary approach (with Vandeven, McNamara, Lenza & Smrstik)	Conference Speaker
Northeast Child Maltreatment Conference		
2000	Clinical vs. forensic sexual abuse evaluations: Distinct models or points along a continuum? (with McLeod & Meyer)	Conference Speaker
Northeast Child Maltreatment Conference		
2002	Childhood trauma	Seminar
Dorchester Community Services Collaborative		
2002	Trauma and Disaster Response with Young Children (with Dardeck & Blaustein).	Pre-Conference Institute
Massachusetts Psychological Association Annual Conference		
2003	Trauma and associated features: Implications in the	Seminar

JA 1101

	Legal context (with Haney)	
Suffolk County Child Advocacy Center Seminar Series, Boston		
2003	Sexual Abuse and Trauma Evaluations: Comprehensive psychosocial assessment of children and families (with Suffolk County Child Advocacy Center, Mental Health Committee affiliated clinicians)	Training
Suffolk County Child Advocacy Center, Boston		
2004	The Developmental impact of childhood trauma (with Cathy Ayoub)	Workshop
Massachusetts Psychological Association Annual Conference		
2005	Advanced Training in Sexual Abuse and Trauma Evaluations (families (with Suffolk County Child Advocacy Center, Mental Health Committee affiliated clinicians)	Training
Suffolk County Child Advocacy Center, Boston		

JA 1102

2005	A Developmental Perspective on Childhood Trauma.	Seminar
Jewish Family and Children's Services, Waltham		
2005	Digging Below the Surface of Neglect: A Strengths-based Approach (with Shultz, Vandeven & Wilson)	Seminar
Suffolk County Child Advocacy Center Seminar Series		
2006	Sexual Abuse and Trauma Evaluations: Comprehensive Psychosocial Assessment of Children and Families (with Suffolk County Child Advocacy Center, Mental Health Committee affiliated clinicians)	Training
The Trauma Center, Brookline, MA		
2006	Disaster Mental Health Responses with Children and Adolescents	Conference Presentation
Cultural Competence in Disaster Mental Health, Disaster Response Network, Massachusetts Psychological Association		

JA 1103

2006	Reducing Trauma as a Barrier to Learning	Guided Discussion
Conference, Department of Education, Massachusetts		
2006	Childhood Sexual Behaviors	Seminar
Bay Cove Early Intervention Program, Boston, MA		
2006	Clarity in Complexity: Clinical and Systems Issues when Child Sexual Abuse is Suspected (with Susanne Meyers)	Full Day Training
National Association of Social Workers (NASW), Massachusetts		
2006	Trauma in the School Setting	Presentation
Dedham Public Schools		
2007	Trauma in the School Setting	Seminar
Home for Little Wanderers		
2007	Introduction to Child Maltreatment	Seminar
Clark University, Undergraduate Psychology Association		
2007	Parenting Children With Violent or Aggressive Behavior (with Haney)	Conference Presentation

JA 1104

Stopping Violence: Safe Communities begin at Home. Parents Helping Parents Massachusetts, Statewide Conference.		
2007	Trauma in the School Setting	Conference Presentation
Massachusetts Psychological Association, Annual Conference.		
2007	Introduction to Child Maltreatment	Guest Lecture
Basic Mental Health Assessment Class, Mental Health and Behavioral Medicine Program, Boston University Medical School		
2007	Conducting Trauma and Sexual Abuse Evaluations Families (with Suffolk County Child Advocacy Center, Mental Health Committee affiliated clinicians)	Training
Suffolk County Child Advocacy Center, Boston		
2008	Conducting Trauma and Sexual Abuse Evaluations (with Suffolk County Child Advocacy Center, Mental Health Committee affiliated clinicians)	Training
Suffolk County Child Advocacy Center, Boston		

JA 1105

2008	Child Abuse and Neglect: Child Advocacy (with Sabino)	Training
Massachusetts Victim's Assistance Academy (MVAA)		
2008	Neurobiological Impact and the Helpful Role Community Can Play	Presentation
Conference: Working Together to Help Traumatized Children Succeed in School Plymouth, MA		
2008	Neurobiological Impact and the Helpful Role Community Can Play	Presentation
Conference: Working Together to Help Traumatized Children Succeed in School Brockton, MA		
2009	Invited Panelist	Forum Panelist
The Jennifer A. Lynch Committee Against Domestic Violence: 3rd Annual Forum, Brookline, Massachusetts		
2009	Parenting Children with Violent or Aggressive Behavior	Conference Presentation
Parents Helping Parents, Statewide conference		
2009	Traumatized Youth in School and Out of School Settings: The	Conference Presentation

JA 1106

	Effects on Child Function	
Massachusetts Youth Prevention Conference, Worcester, Massachusetts		
2009	Effects of Child Maltreatment and Trauma at School	6 Hour Workshop
Middlesex Partnerships for Youth, Inc., Massachusetts		
2009	Neurobiology, Child Development and Trauma	Seminar
Department of Children and Families (DCF), Central Office		
2010	The Traumatized Child at School	Presentation
Lincoln-Sudbury High School		
2010	Child Abuse and Neglect	Training for Guardians Ad Litem (GALS) in Massachusetts
Massachusetts Continuing Legal Education (MCLE), Taunton Holiday Inn, Taunton, MA		
2010	Child Abuse and Neglect	Training for Guardians Ad Litem (GALS) in Massachusetts
Massachusetts Continuing Legal Education (MCLE), Sheraton, Springfield, MA		

JA 1107

2010	Building the foundations for school and social success through Self-Regulation (with Bernstein)	Presentation
Boston Public Schools, Parent University, Boston, MA		
2011	Advanced Issues in Domestic Violence Cases	Panel Presentation
Massachusetts Continuing Legal Education and Flaschner Judicial Institute		
2011	Risk Factors, Dynamics and Evaluation of Child Sexual Abuse	Presentation
Forensic Nursing Conference, Boston College		
2011	Raising Successful Learners From Birth Through Preschool (with Mezzacappa)	Presentation
Boston Public Schools, Parent University, Boston, MA		
2011	Issues and Dynamics of Childhood Disclosure of Abuse	Presentation
Central MA Intragency Child Abuse Investigation Summit: Team Investigations, Childhood Disclosure and Fatal Child Abuse		

JA 1108

2011	Teen Dating Violence (with Joanne Michalek)	Presentation
Children's Hospital Waltham		
2012	Child Sexual Abuse	Presentation
Boston Center for Youth and Families		
2012	Clinical and Systemic Responses to Concerns for Maltreatment in Institutional Settings (with Scobie-Carroll)	Presentation
Massachusetts Hospital School, Canton, MA		
2012	Child Trauma: A Developmental Perspective	Presentation
New England Juvenile Defender Center		
2012	What to Do if you Suspect Maltreatment	Presentation
Massachusetts Psychological Association		
2012	Lessons learned from the First Five Years: GeMS team	Panelist

JA 1109

Gender non-conformity in children and adolescents: A conference for mental health and medical clinicians, Boston Children's Hospital		
2012	Child Maltreatment and Trauma	Presentation
Families First, Parent trainers		
2013	Child Trauma and Associated Features: Implications in the Legal Context	Presentation
Harvard Law School, Student Association for Law and Mind Sciences		
2013	Treatment Issues	Presentation
Gender Non-Conformity in Children and Adolescents, Gender Management Service Conference, Boston Children's Hospital, Boston, MA		
2013	Child Sexual Abuse: Overview and Reflections	Presentation
Massachusetts School of Professional Psychology		
2015	Gender Dysphoria	Presentation
Home for Little Wanderers		
2015	Transgender Youth: Clinical Considerations and Controversies	Presentation
Boston University Clinical Psychology Colloquium Series, Boston, MA		
2017	Transgender Youth	Invited Workshop

JA 1110

Massachusetts Psychological Association		
2018	Psychosocial Aspects of Transgender Medicine	Invited Presentation
Tufts University School of Medicine, Endocrinology		
2018	Gender Development and Social Transition in Young Children invited Presentation Trauma and Gender Diversity	Invited Presentation
Department of Children and Families training, Waltham, MA (with Francie Mandel)		

National

1990	Innovations in Scientist-Practitioner Graduate Training I: Behavior Therapy Contributions to the Integration of Research and Practice (with Evans, I)	Symposium
Association for the Advancement of Behavior Therapy		
1991	Coping with extreme stress: Developmental perspectives.	Symposium
Society for Research in Child Development		

JA 1111

2004	The clinical-forensic dichotomy in sexual abuse evaluations: Moving toward an integrative approach. (with Meyer, Haney, McLeod & Wilson)	Workshop
American Professional Society on the Abuse of Children, 12th National Colloquium, Hollywood, CA		
2005	Age and gender differences in suspicion of child sexual abuse (with Meyer & Haney)	Conference presentation
Fifteenth National Conference on Child Abuse & Neglect.		
2005	School based trauma interventions	Conference presentation
Fifteenth National Conference on Child Abuse & Neglect		
2005	Forcing children to testify: What's power got to do with it? (with Haney, Meyer & Murphy)	
Law and Society Association Annual Conference, Las Vegas, NV		
2007	Assessment of Sexualized Behavior in Children Under Twelve: Strategies and Complexities (with Haney & Stuart)	Conference Presentation
American Professional Society on the Abuse of Children (APSAC)		

JA 1112

2008	Coordinating Cases of Child Abuse among Courts and Systems: A Multi-disciplinary Approach	Invited Panelist
Conference: The National Children's Bench Book Project: A Symposium on Improving Judicial Responses to Child Sexual Abuse, College Park, MD		
2010	Conducting Extended Sexual Abuse Evaluations	Half Day, Pre-Conference Workshop
7th Annual Hawaii Conference: Preventing, assessing and treating child, adolescent and adult trauma, Honolulu, HI		
2010	The Traumatized Child at School	Workshop
7th Annual Hawaii Conference: Preventing, assessing and treating child, adolescent and adult trauma, Honolulu, HI		
2011	Extended Assessments when Abuse is Suspected but not Disclosed: Perceived Needs and Models for Extended Assessment Process (with Faller, Nelson-Gardell, Williams, & Steele)	Workshop
The 27 th National Symposium on Child Abuse, National Children's Advocacy Center, Huntsville, AL		

JA 1113

2011	Watching 'Bad' Behavior in the Context of Research	Workshop
PRIM&R's Social, Behavioral and Educational Research Conference, Boston, MA		
2011	Extended Assessments: Needs of Sexually Abused Children (with Faller, Steele, Nelson-Gardell, & Williams)	Workshop
American Professional Society on the Abuse of Children (APSAC), 19 th Annual Colloquium, Philadelphia, PA		
2013	Invited panelist, Blue Ribbon Symposium on the Hypersexualization of Children	Blue ribbon Symposium
National Blue Ribbon Symposium, Virginia Commonwealth University, Richmond, VA		
2014	Controversies in Gender Diagnosis	Invited Panelist
True Colors Conference, Storrs, CT		
2014	Tough Cases: What we are Learning	Invited Panelist
Gender Spectrum Conference, Moraga, CA		
2015	Serving Transgender Youth	Invited Keynote Diversity Lecture
Society for Pediatric Psychology, San Diego, CA		

JA 1114

2015	Gender Dysphoria	Invited Panelist
Pediatric Endocrine Society, San Diego, CA		
2015	Clinical and Research Considerations: Transgender and Gender Non-conforming Children and Adolescents	Workshop
Society for Pediatric Psychology, San Diego, CA		
2015	Evaluation of Autism Spectrum Disorder in Youth Presenting to a Gender Dysphoria Clinic	Abstract Presentation
Pediatric Endocrine Society, San Diego, CA		
2015	Child sexual abuse extended evaluations of children under twelve: Child and family correlates of clinician concern and patterns of disclosure	Workshop
American Professional Society on the Abuse of Children, Boston, MA		
2015	Cultural Issues in Child Sexual Abuse	Workshop
American Professional Society on the Abuse of Children, Boston, MA		
2015	Models of Support for Gender Non-Conforming	Workshop

JA 1115

	Youth: A Multi Hospital Panel	
Gender Spectrum, Moraga, CA		
2015	Care of the Transgender Patient: Psychosocial Considerations	Invited Panelist
American Society for Reproductive Medicine, Baltimore, MD		
2015	Serving Transgender Youth: An Introduction and Clinical Considerations	Grand Rounds/ Mental Health Training
Children's Hospital of Wisconsin-Hardy Lecture, Milwaukee, WI		
2015	Serving Transgender Youth: An Introduction and Clinical Considerations	Invited keynote
Sexuality, sexual orientation, and youth ministries conference, North Park University, Chicago		
2015	Youth with Complex Lives	Workshop
Gender Conference East, Baltimore		
2016	Gender Non-conforming Young Children	Invited Speaker
Pediatric Endocrine Society, Special Interest group on Transgender Medicine, Baltimore, MD		

JA 1116

2016	Gender non-conforming and transgender youth	Invited Webinar
Association for Behavioral and Cognitive Therapies (ABCT)		
2017	Communication with the Medical Team: AYA Youth Clinical Care	Invited Speaker
Moffitt Cancer Center, Tampa, Fl		
2017	Social Transition and Systemic Clinical Care of Pre- Pubertal Transgender and Gender Non-Conforming Children (with colleagues)	Conference Presentation
US Path, Los Angeles, CA		
2017	Considerations of Puberty Suppression in Transgender/ Gender Non-Conforming Youth – Effects on Fertility and Its Preservation and the Associated Ethical and Legal Ramifications (with colleagues)	Conference Presentation
US Path, Los Angeles, CA		
2017	Interdisciplinary Medical and Mental Health Collaboration: Gender	Conference Presentation

JA 1117

	Affirmative Care in a Pediatric Gender Center	
US Path, Los Angeles, CA		
2017	Ethical Dilemmas in Transgender Health Care	Workshop
Society of Pediatric Psychology Annual Conference (with colleagues), Portland, OR		
2017	Comprehensive, Collaborative, and Integrative Care for Transgender Adolescents	Invited Discussant
Society of Pediatric Psychology Annual Conference (with colleagues), Portland, OR		
2017	Ethical Dilemmas in Pediatric Transgender Health Care	Workshop
American Psychological Association (with colleagues), Washington, D.C.		
2017	Serving Transgender Youth	Grand Rounds
Walter Reed Military Medical Center		
2017	Factors Influencing Psychosocial Outcomes in Disorders of Sex Development (with Nahata)	Invited Speaker
Pediatric Endocrine Society, Special Interest Group, Washington, DC		

JA 1118

2017	Parenting Stress and Parent-Rated Quality of Life in Children with Differences of Sex Development (with co-authors; Crerand et al)	Poster Presentation
Pediatric Endocrine Society, Washington, DC		
2017	Mental Health Issues in DSD Care	Invited Speaker
Oncofertility Consortium, Chicago, IL		
2018	Psychosocial Aspects of Transgender Medicine	Invited Speaker
Endo 2018, Chicago, IL		
2018	Serving Transgender Youth (with McGregor)	Invited Workshop
Dartmouth Hitchcock Medical Center, Department of Psychiatry, Dartmouth, NH		
2018	Fertility-related Concerns in Youth and Young Adults with DSD (with Chan, Nahata, Hansen-Moore & Crerand)	Presentation
Society of Pediatric Psychology Annual Conference, Orlando, FL		
2018	Psychosocial Outcomes in Youth and Young Adults with DSD (with Chan, Nahata, Hansen-Moore & Crerand)	Presentation

JA 1119

Society of Pediatric Psychology Annual Conference, Orlando, FL		
2018	Research on Social Transition in Pre-pubescent Gender Diverse Children: Considerations and Controversies	Invited Panelist
Pediatric Endocrine Society, Toronto Canada		
2018	Gender Dysphoria and Nonconformity and the Pre-Pubertal Child: Understanding Clinical Issues and Gender Development, WPATH	Invited Trainer
Foundations training Course, New Caanan, CT		
2018	Complex Cases, Clinical Vignettes, Breakout Groups, and Discussion, WPATH Advanced Training Course, Global Education Training Initiative, New Caanan, CT	Invited Trainer

International

2006	Helping Traumatized Children Learn (with Cole)	Conference Presentation
International Society of Traumatic Stress Studies.		
2006	Building Trauma sensitive,	Conference Presentation

JA 1120

	Multidisciplinary Evaluations for Schools: A Psychological Perspective (with Greenwald O'Brien, Haney, Blaustein & Cole)	
International Society of traumatic Stress Studies		
2006	The Traumatized Child in the Legal System	Workshop
17th International Trauma Conference		
2010	Child Sexual Abuse and Family Violence (with Shuei Koze)	2 Day Conference Presentation
1st Annual Clover Kids Seminar Series, Tokyo, Japan		
2010	Regional Disaster Response Networks: Description, Purpose, Significance and Current Initiatives	Conference Presentation
International Society of Traumatic Stress Studies (ISTSS)		
2016	Mental Health Presentation of Transgender Youth Seeking Medical Intervention	Conference Presentation

World Professional Association for Transgender Health, Amsterdam		
2016	Complex Cases of Transgender and Gender Non-Conforming Youth in the United States	Conference Presentation
World Professional Association for Transgender Health, Amsterdam		
2016	Social Transition and Systemic Clinical Care of Pre-pubertal Transgender and Gender Non-conforming Children in the US	Conference Presentation
World Professional Association for Transgender Health, Amsterdam		
2016	The Evolution of GeMS Mental Health Services: Best Practices 2007 to 2016	Conference Presentation
World Professional Association for Transgender Health, Amsterdam		
2018	Affirmative Psychological Testing with transgender and gender non-confirming	Symposium

	individuals across the lifespan	
World Professional Association for Transgender Health, Buenos Aires		
2018	A comparison of psychosocial characteristics among transgender youth enrolling vs. not enrolling in a multisite research study	Poster
World Professional Association for Transgender Health, Buenos Aires		
2018	Standards of Care Status Update	Plenary Speaker
World Professional Association for Transgender Health, Buenos Aires		

SELECTED RECENT PRESENTATIONS AND WORKSHOPS

Prepubescent Gender Diversity: Complexities and Recommendations (2019, October) Tishelman, A, Ehrensaft, E., Green, S., Janssen, A. & Edwards-Leeper, L. U.S. PATH

Transgender and Gender Diverse Youth: Introduction and Psychosocial Considerations (2021, May)

JA 1123

Tishelman, A. Grand Rounds, BIDMC psychiatry residents.

Complex Clinical Decision Making in DSD Care (2021, May) Tishelman, A., Grand Rounds, BIDMC psychiatry residents.

Workshop: Beyond Dysphoria: Adapting Interventions for Gender Diverse Youth (2022, April). MacDougall, K., Edwards-Leeper, L. Chen, D., Tishelman, A, Coyne, C., Stancin, T. Society of Pediatric Psychology

The VISTA Project: The creation of a self-advocacy measure for youth with Variations in Sex Traits/Intersex and related conditions (2022, April). Tishelman, A., Umbaugh, H., Strang, J., Jayanthi, R., Hansen-Moore, J. & Crerand, C. Society of Pediatric Psychology.

Child Chapter: WPATH International Standards of Care, 8th Edition (2022, September), Tishelman, A., Berg, D., Ehrensaft, D, Edwards-Leeper, L., Green, S., Janssen, R., Ristori, J., Steensma, T., & Strang, J., WPATH

The Evidence and Ethics for Transgender Youth Care: Updates on the WPATH International Standards of Care 8th Edition (2022, October), Janssen, A., Massey, R., Leibowitz, S., & Tishelman, A., AAPAC

Workshop: Transgender and Gender Diverse Youth: Introduction and Trauma Considerations. (March, 2023) Tishelman, A.C. Chicago Children's Advocacy Center

Clinical Innovations

<i>Name/Location of Innovation</i>	<i>Describe Influence</i>
<p>Massachusetts Guardians Ad Litem: Training and Mentoring</p>	<p>Co-Chair, Guardians Ad Litem (GAL) Task Force: recommended changes in Mandatory GAL training, adopted by the chief justice of the Probate Courts in Massachusetts; co-wrote mandatory curricula on Child Abuse and Neglect for GALS in Massachusetts; co-developed the overall requirements, and curricula framework, for mandatory GAL training in Massachusetts as part of this task force. Proposed initiatives related to mentoring of GALS.</p>
<p>Lead developer, with colleagues, of novel model for child sexual abuse evaluations in a clinical setting, currently described as an “Integrative Model”</p>	<p>Lead author of a manuscript describing this model, published in the Journal of Child Sexual Abuse (2010), entitled “<i>Clinical-Forensic Dichotomy in Sexual Abuse Evaluations: Moving Toward an Integrative Model</i>” (Tishelman, Meyer, Haney & McLeod);</p>

	Presented aspects of this model locally, regionally and nationally, at conferences in California, Hawaii and internationally, in Japan
Collaborator in developing a framework for trauma informed school based psychological evaluations; emanates from work with a multi-disciplinary group associated with the Trauma and Learning Policy Initiative (TLPI)	This innovative approach is described in the manuscript, entitled, “ <i>A Framework for School-Based Psychological Evaluations: Utilizing a ‘Trauma Lens’</i> ” (Tishelman, Haney, Greenwald O’Brien & Blaustein; Journal of Child and Adolescent Trauma, 2010); aspects of this model have been presented regionally, and nationally
WPATH SOC 8 Child Chapter Lead	Led the development of worldwide standards of care for gender diverse children at the request of WPATH, with an expert team of clinicians, researchers and advocates. Published Fall 2022.

Report of Education of Patients and Service to the Community (see Committee membership)

Activities

JA 1126

2005-2011	Steering Committee, Disaster Response Network	Massachusetts Psychological Association
Active in the following: a) reviewing/editing standardized empirically-based on line training for disaster response psychologists in Massachusetts ; b) organizing of regular trainings and conferences to disseminate new information and empirically-based knowledge locally; c) coordinating with other local disaster response organizations to facilitate coordinated responses in times of local/remote disaster		
2009-2010	Participating member of diversity initiative committee	Child Protection Program, Children's Hospital Boston/Massachusetts Department of Children and Families
Organizational collaboration meant to enhance cultural sensitivity in practice		
2009-2010	Co-Director, Self-care initiative	Child Protection Program, Children's Hospital Boston
Plan and organize trainings and workshops to enhance self-care, reduce workplace stress and build programmatic cohesion		
2012-2014	Contributing Member, Disaster	Massachusetts Psychological Association

	Response Network	
Collaborate with Steering Committee, Disaster Response Network, Massachusetts Association		

**Educational Material for Patients
and the Lay Community**

Educational material or curricula developed for non-professional students

2009	<i>“Understanding Children’s Sexual Behavior”, Educational Brochure</i>	Contributor	Suffolk County Child Advocacy Center
2010	<i>“An Overview of Self-Regulation”</i>	Self-Regulation in Childhood and Adolescence	Children’s Hospital Boston

Patient educational material

2011-2012	Self-regulation Posters	Co-Author	Subcontract, SAMSHA/ UWay
2017 -	Parent Education Sheets “Importance of Parental Support”	Co-Author	AAP and PES

Report of Scholarship

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Exhibit 47

**Expert Witness Report of
Amy Tishelman, Ph.D.**

in the matter of *St. Mary Catholic Parish*
in Littleton v. Roy (Federal District of Colorado)

INTRODUCTION. I have been retained by the Attorney General’s Office of the State of Colorado to render opinions in this matter, including the psychological and community safety provided by laws protecting children and their families facing sexual orientation and gender identity discrimination, the value of access to free or subsidized preschool for vulnerable families, including LGBTQ+ families, and the harm that discriminatory treatment or erasure visits upon these already marginalized and underserved families. These opinions are based upon my knowledge, education, training, and experience, and the materials reviewed as described below, as well as my mutual exchange of drafts with Dr. Goldberg and counsel in this matter, which Dr. Goldberg and I believe is best expressed in these complementary reports.

I believe that this report will aid the Court to better understand the strong empirical literature and support – and the reliability thereof – underpinning the disputed non-discrimination clause used in the state’s universal preschool program (UPK), and the critical importance of creating a preschool setting with enforceable physical and psychological safety for all children and families.

EXPERIENCE AND QUALIFICATIONS.

I am a clinical and research psychologist, and currently a Research Associate Professor in the Department of Psychology and Neuroscience at Boston College in Chestnut Hill, Massachusetts. I previously worked at Boston Children's Hospital and Harvard Medical School, where I was employed for nearly thirty years in a number of clinical and research capacities across the institution. I have completed fellowships at the Center for Advanced Study in the Behavioral Sciences in Stanford, CA, in Human Development and Psychopathology, and at the Bunting Institute at Radcliffe College and Harvard Medical School in Family Violence. I have also been teaching part-time at Boston College since 1993, where I am currently conducting research as well.

I am an internationally recognized expert in the areas of gender diverse and transgender youth, and in the area of sex trait variations in children and adolescents. I was the founding Director of Clinical Research for the Behavioral Health, Endocrinology and Urology (BE-U) Program and Gender Multispecialty Service (GeMS) at Boston Children's Hospital (BCH) and Harvard Medical School where I also was employed as a clinician. The BE-U program provides multidisciplinary clinical services to youth and young adults with congenital sex trait variations (*VST*, also referred to with alternate terminology, as *Differences of Sex Development*, or *Intersex—DSD/I*), while the GeMS program serves transgender and gender diverse children, adolescents, and young adults. I was the keynote speaker on transgender youth at the Society of Pediatric Psychology in 2015

and have given many talks and workshops in areas related to the care of transgender and gender diverse youth. In 2015, I co-developed and co-founded the first clinic at BCH for pre-pubescent gender diverse youth and their families. In addition, in 2017 I was asked to be the lead author of new global standards of care for prepubescent children, developed by the World Professional Association of Transgender Health (WPATH). These standards were published in the fall, 2022 (Coleman, et al, 2022). I am also the lead author of an article expanding upon best practices for assessment of gender diverse prepubescent children (Tishelman & Rider, 2023).

I have received research funding from the National Institutes of Health (NIH) related to transgender youth health and development. I was very active in developing a multisite grant to examine outcomes for youth receiving puberty blockers and gender affirming hormones, as well as on an NIH funded grant related to gender development in preadolescent children, projects I stepped away from after I left BCH. I have also received funding related to well-being in youth with sex trait variations. I, along with my research, were spotlighted by the Sex and Gender Minority Research Office at the NIH, in June 2022 (<https://dpcpsi.nih.gov/sgmro/featured-investigator-amy-tishelman-phd>). I have more recently received funding from the NIH for a 5-year grant developing a self-advocacy tool for adolescents with VST. I am the author of numerous peer-reviewed articles and book chapters. I was asked by the American Psychological Association to co-chair a task force on VST, currently ongoing. In addition, the National Academies of Sciences, Engineering and Medicine (NASEM) recruited me to serve on a committee on Sex and

Gender Identification and Implications for Disability Evaluation, with work currently in progress. I have also been asked to serve as a grant reviewer for research applications to the NIH on numerous occasions.

In addition to my expertise in sex and gender diversity in youth, I have developed expertise in the areas of child maltreatment and trauma. I worked in the BCH Child Protection Program (CPP) for approximately 20 years. I am the former Director of Child Protection Clinical Services, and Director of Training and Research for CPP. I developed and ran a clinical training program for clinical psychology interns for approximately 12 years in the areas of child maltreatment and trauma. I am also the former Research Director for the Massachusetts General Hospital Child Protection Program. I was a mental health consultant to the Suffolk County, MA Child Advocacy Center for approximately 10 years, where I routinely observed forensic interviews and contributed to many trainings. I have held many leadership roles related to child victimization and trauma regionally, including serving on the Massachusetts Governor's Commission on Sexual and Domestic Violence, Child and Adolescent Committee, and as a Co-Chair of the Probate and Family Court Subcommittee for the same commission. I was also trained as a Guardian Ad Litem, hired by courts to conduct custody evaluations, co-chaired a Massachusetts Guardian Ad Litem Task Force, and am a former member of the Board of Directors for the Massachusetts Association of Guardians Ad Litem. I worked with a multi-disciplinary team on a Trauma and Learning Policy Initiative and served on a Massachusetts Department of Education Advisory

Council on a Safe and Supportive Learning Environment Project (SSLE). Related to this initiative, I published an article with colleagues entitled, *A Framework for School-Based Psychological Evaluations: Utilizing a 'Trauma Lens'* (Tishelman, et al, 2010). I have served as an expert witness approximately 40 times.

I have served on the editorial boards of several professional journals and remain on the editorial board of the journal *Child Abuse and Neglect* and the *International Journal of Transgender Health*. I have co-edited special issues of a number of journals, including an issue of the journal *Clinical Practice in Pediatric Psychology* on “Advancing the Practice of Pediatric Psychology with Transgender Youth.” I also co-edited a special double issue of the *Journal of Child Sexual Abuse* on “Forensic, Cultural and Systems Issues in Child Sexual Abuse Cases” and a double issue of the *Journal of Child and Adolescent Trauma* on “Child and Adolescent Trauma across the Spectrum of Experience.” My more extended curriculum vitae is attached as EXHIBIT 1.

COMPENSATION AND PRIOR TESTIMONY.

My compensation chart is attached as Exhibit A. I have not yet issued invoices or been paid to date.

My respective prior deposition or trial testimony is listed in Exhibit B.

MATERIALS REVIEWED. In the very short time that we each have had to consider this case (I was first contacted by the AG's Office on November 14), I have focused my review on the Amended Complaint (No. 30-1 I am advised), specifically the description of Colorado's universal preschool program (UPK) and its

statutory and contractual non-discrimination proviso, as well as the claims made by the Plaintiffs in this action, along with their Exhibits to the original Complaint (Doc. No. 1-1 through 1-12) and Amended Complaint (Doc. No. 30-1 through 30-10).

I am also familiar with the scholarly work of Dr. Abbie Goldberg prior to this case. In preparation for this case, I have thoroughly reviewed Dr. Goldberg's report of this date, and I am generally familiar with the references and citations therein. I support her discussion of the topics in her report. I would like to offer complementary scholarly opinions as follows:

OBSERVATIONS AND OPINIONS. As background, we each found the following facts and issues as being particularly salient to our respective review and opinions:

1. From the materials, we understand that the citizens of Colorado passed a UPK initiative in 2020 providing a dedicated source of funding for statewide, voluntary, universal preschool.
2. The Colorado legislature then established a "mixed delivery" system that enables parents to choose preschool providers for their children from as broad a range as possible within their communities. Colo. Rev. Stat. § 26.5-4-204(2).
3. The statute and compliant contractual documents recite that participating preschools must provide eligible children with an equal opportunity to enroll and receive preschool services regardless of race, ethnicity, religious affiliation, sexual orientation, gender identity, lack of housing, income level, or disability, as such characteristics and circumstances apply to

the child or the child's family. Colo. Rev. Stat. § 26.5-4-204(2)(b).

4. Under this system, licensed childcare centers operated by parochial schools, like those within the Archdiocese of Denver, are considered eligible providers. Colo. Rev. Stat. § 26.5-5-303(3).
5. We understand that there is a dispute about whether such parochial school providers can take state monies to participate in the voluntary program while at the same time screening families from joining their preschool or expelling children already enrolled in their preschools based on the school's assessment of that family's adherence to the sexual orientation and gender identity beliefs and moral teachings of the Archdiocese of Denver.

**Early Adversities Are Harmful to Children:
Developmental Psychopathology Perspective**

Early childhood experiences can create trajectories of well-being for youth that persist from childhood through adolescence and into adulthood; these experiences can be nurturing and positive, fostering resilience or can contribute, conversely to continued risks and adversities. Early childhood is an important developmental period in many ways—a time when children acquire fundamental language and foundational academic skills, when a sense of self and gender identity starts to develop, and when a child can develop a basic understanding of themselves in the world and relationships. For instance, attachment literature demonstrates that children who have the opportunity to develop secure relationships with

parents/caregivers in early life are at an advantage in developing a positive sense of self and healthy relationships in childhood and over time (e.g., Hong, 2012). Psychological literature, thus, indicates that early childhood experiences can have long-lasting impacts, and that the early years of a child's life present an opportunity to foster confidence, well-being, and resilience. Conversely, a robust psychological literature demonstrates that Adverse Childhood Experiences (ACEs) are harmful to children and are linked to a significant range of negative mental and physical health outcomes for those exposed to these early life challenges (Anda et al, 2010); Masten & Cicchetti, 2010; Shonkoff & Garner, 2012). ACEs are defined as experiences that have the potential to cause significant detriment to a child's well-being, both emotional and physical, and are often traumatic (<https://www.cdc.gov/violence-prevention/aces/fastfact.html>).

Early Adversities Are Harmful to Children: Higher Rate of Exposure to Adversities in Gender Diverse Children

Significant empirical literature indicates that transgender and gender diverse youth have a much higher likelihood of exposure to early life adversities than their cisgender peers. For instance, Schnarrs et al (2019) studied ACEs, as reported by a sex and gender minority sample of participants, finding higher rates of emotional abuse, and physical and emotional neglect in transgender participants than in cisgender LGB respondents. Along these lines, Thoma et al (2021) found that transgender adolescents reported higher rates of maltreatment compared to their heterosexual cisgender peers. A 2021 report

from the Trevor Project revealed that transgender students reported higher rates of school-based bullying than cisgender LGB peers, and that 32% of transgender youth who experienced school bullying attempted suicide in the past year, while fewer (14%) of the non-bullied transgender youth attempted suicide. This is consistent with other data demonstrating that school-based bullying could be a risk factor for suicidality for youth populations globally (Koyanagi, 2019). Although these data pertain to adolescents, it is likely that bullying is a critical factor related to well-being at any age for gender diverse children.

It is well established that gender diverse youth face additional stressors or adversities compared to cisgender peers (Hendricks and Testa, 2012), particular to the experience and expression of gender diversity. This is often referred to as Gender Minority Stress. Exposures to chronic stressors, emanating from transphobic behaviors, can be a detrimental component of the experience of gender minority individuals. These exposures can be multi-dimensional but often include the experience of micro-aggressions, such as intentional misuse of identity language or denial of identity or experience (Chang & Chung, 2015), which can be associated with negative sense of self and anticipation of transphobia. Combined with the higher rates of maltreatment found in transgender youth, the risks of adverse mental health outcomes are significant unless exposures to these risks can be abated. In general, available literature supports the notion that transgender youth are at high risk for mental health challenges due to the experience of adversities related to their gender diverse expressions and identities

(e.g., Barrow & Apostle, 2018; Gower, Rider, Brown et al, 2018; Tishelman & Neumann-Mascis, 2018).

Child Safety: Ecological Model or Safety in Every Environment for Gender Diverse Children

The WPATH child standards of care, version 8 (Coleman 2022), partially relied upon an ecological framework (e.g., Belsky, 1993; Bronfenbrenner, 1979; Lynch & Cicchetti, 1998) as guidance for the development of recommendations. This approach emphasizes the importance of youth safety in every setting in which a child functions, including home, school, religious institutions, and so forth. A tenet of work with children is to advocate for and ensure safety across all environments (Tishelman & Rider, 2023). This approach recognizes that each setting encountered by a child can function to bolster their self-confidence and sense of well-being, but also can be a source of harm. Fundamentally, a child's well-being is based in part upon their quality of life and relationships, extending from their family to peers and other significant adults in their lives such as teachers and coaches. As research cited above demonstrates, gender minority youth are at higher risk of harms across settings and particularly in schools, than their cisgender counterparts. Youth who experience trauma often struggle in school across multiple domains of function. As outlined in Tishelman et al. (2010), trauma can be manifest in many ways at school, including through emotional dysregulation and inattention, and distrustful relationships with others. These symptoms can serve to erode a child's ability to learn and their positive sense of self. Thus, it is important to ensure that a

school environment is a safe and accepting place for a child, and also to recognize if a child is exhibiting symptoms of trauma or stress due to lack of safety. Regulating a child's strongly felt gender expressions at school can serve as a means of diminishing well-being and inducing stress for a child who otherwise might have the opportunity to learn and thrive.

Child Safety: Research Demonstrates a Supportive Environment Benefits Mental Health of Gender Diverse Children

Although research on gender diverse youth is limited, it does indicate a significant risk for mental health morbidities and challenges, including higher rates of suicidality and trauma than cisgender peers (Reisner et al, 2015; Srivastava, Rusow & Goldbach, 2021; Thoma et al, 2019; Toomey et al, 2018). Nevertheless, research also indicates that mental health challenges are *not* inevitable for transgender youth. In fact, recent studies suggest that for some gender diverse prepubescent children, a social transition process may serve to support their mental health and well-being. Social transition is a process by which children take steps to express their gender in ways that are consistent with their gender identity, and may include a variety of different actions, such as pronoun or name changes, modifications in attire, and so forth (Tishelman & Rider). Research led by Kristina Olson (Durwood, McLaughlin & Olson, 2017; Olson et al, 2016) has examined the well-being of prepubescent children following a social transition and compared them to age matched peers as well as siblings. These studies found that the socially transitioned participants were nearly indistinguishable on mental health indices from

cisgender peers and siblings, although with slight elevations in anxiety. In other words, these socially transitioned transgender children were generally well-adjusted, and were not exhibiting the high rates of depression and suicidality so often portrayed in other research.

My own research has indicated that transgender adolescents who are supported in their identities are more likely to experience positive mental health outcomes than is generally described for transgender youth. For instance, in a study of the first youth presenting for gender affirming hormones in the United States, in the GeMS clinic in the years 2007-2011, we found lower rates of suicidality and depression than other studies have indicated (Edwards-Leeper et al., 2017). We hypothesized that these children were, as in the Olson studies cited above, supported in their transgender identities, as reflected by the fact that their parents brought them in for gender-affirming care. In an additional study, we were able to demonstrate that family member acceptance was significantly related to child well-being and mental health status (Pariseau et al, 2019). In a third preliminary study of the importance of social supports for transgender youth mental health, we found that fewer depressive symptoms were manifested in youth who reported having friendships, while unsupportive schools were associated with higher risk of suicidality (Cardona et al, 2023), consistent with the Trevor Project study cited above. Other research has similarly indicated that parent acceptance and support of their transgender child is a critical factor related to positive mental health (Olson, et al., 2016; Simons et al., 2013). It is imperative that policy does not constrain a parent from using their

best judgment in making decisions on behalf of their gender diverse child and does not undermine a parent's efforts to accept and support their child, or to advocate for their child's well-being at school.

Child Safety: Conflict over a Child's Identity is Harmful and has Lasting Consequences

Children often struggle emotionally when caught in the middle of conflicts involving important people in their lives. For instance, high conflict marriage and divorce is associated with significant and detrimental mental health outcomes for youth (Joyce, 2016). In fact, a recent study described the impacts on transgender children in a divorce situation in which two parents disagreed over whether or how to affirm their child's diverse gender identity. Mothers interviewed for this study reported deleterious effects on their child of such conflict (Kovalanka et al., 2019). Conversely, research supports the positive effect on children of consistency and mutual support across settings. Importantly, studies have found that home-school partnerships foster positive development in children (e.g., Cox, 2005). These partnerships are defined by the coordination of approaches to a child's well-being across educational and family contexts, to support optimal emotional and academic outcomes for children (Sutherland, et al, 2023). Because of the significance of such partnerships, interventions have been developed to promote positive relationships between home and school to benefit the well-being of children (e.g., Cox, 2005; Kuhn et al., 2017; Sutherland et al., 2023). Policies that thwart the opportunity for a child to be recognized as a consistent gender at home and at school, or which create conflict for a child between home and school expectations,

disrupt these important partnerships and are likely to create strife and confusion for a child, as can occur in other conflict situations, such as divorce.

Conclusions

As a summary, positive development and well-being of children is important and can be affected by many factors. Early life adversities, including child maltreatment and gender minority stressors, risk significant detrimental impacts on children that can continue across the life span. In the case of gender diverse and transgender children, there is a higher risk for experiencing harmful adversities in childhood than there is for cisgender peers. An ecological framework, or ensuring safety in every environment for a child, emphasizes the importance of fostering well-being, and diminishing harms across all important settings for a child, including home and school. Additionally, research demonstrates that environmental and interpersonal supports for the preferred gender-related expressions of gender diverse youth can enhance well-being. Conversely, hostile conflict is detrimental to a child's well-being. Consistency between home and school, or home-school partnerships, in general have been shown to advance a child's mental health and school success. It is imperative that policies do not constrain a parent from using their best judgment in making decisions for their gender diverse child. It is *especially important* that policies not undermine a parent's best efforts to accept and support their child or to advocate for their child's well-being in any environment.

Signed on December 8, 2023 (original on file with counsel)

/s/ Amy Tishelman

Amy Tishelman, Ph.D.

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Exhibit 49

Dawn Odean

Dawn.Odean@state.co.us

SKILLS

strategic plan development
community collaboration
data-driven decision-making
systems perspective
innovative leadership
rapport building
continuous improvement

HIGHLIGHTS

2019 Mill Levy & Bond override - passed
2018 JCAA Leadership Award
2016 Carnegie Foundation Continuous Improvement
Leadership training
2015 Edutopia Schools that Work
2014 Top 100 Colorado Schools
2014 Jeffco Values Award Integrity
2013 National Blue Ribbon School
2009-2015 John Irwin Award
2010 Jeffco Values Award Teamwork

EXPERIENCE

Director of Universal Preschool

Colorado Department of Early Childhood,
Denver, CO

2022-present

Operationalize the newly established Colorado Universal Preschool program statewide within a one-year timeline including the development of a unified application, establishment of 32 local coordinating

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organizations, recruitment and registration of providers through a mixed delivery model, development of a rate for cost of care and payment process, development of new quality standards and a three-year evaluation plan. Through this process ensure family and partner input and program responsiveness. Work strategically through continuous improvement for longer term vision and assurance of increased child outcomes, workforce quality and equitable access to care and learning. Coordinate efforts across department programs including the blending of childcare funds, and with the office of the Governor. Collaborate with other agencies for increase efficiency and effectiveness to ensure Colorado families can thrive with ease of access to aligned resources.

Executive Director of Early Learning
Jeffco Public Schools, Golden, CO
2016-2022

Implement and achieve strategic plans, translate district vision into operational goals while executing the highest standards of excellence. Strengthen and increase the number of partnerships between the district, Jefferson County, childcare organizations, municipalities, extended learning programs, and other community-based programs. Complete Jeffco Bright Futures Roadmap. Develop clear and consistent communication about PK-3 as a priority in both internal and external platforms. Develop, administer, and implement curriculum and assessments aligned with the Colorado Academic Standards and District PK-12 expectations related to closing achievement gaps and the Strategic Plan. Establish expectations so that principals,

JA 1171

instructional coaches, teachers and program leaders focus on core PK-3 goals and minimize the number of initiatives that compete for educators' attention. Manage values-driven budget of 16 million.

Principal

Instructional Coach

Elementary Teacher

Jeffco Public Schools, Golden, CO

2001-2016

PREVIOUS PROJECTS to State Start Up of Universal Preschool

Jeffco Public Schools Unified Improvement Plan

Developed root cause analysis with team and aligned major improvement strategies to include P3 initiatives focused on core literacy expectations toward sustainable student outcomes. Supported turnaround schools in root cause analysis with differentiation strategies as a focus. Launched school leader learning of analysis and implementation of evidence-based strategies inclusive of early learning practices, READ Act expectations, and multi-tiered systems of support.

Jeffco Bright Futures Roadmap

Led a public-private partnership of Jefferson County community leaders in education, health, business, and local government that launched Jeffco's Bright Futures Roadmap. This initiative developed a county-wide vision to support Jeffco's youngest children and families, building upon existing community strengths and assets, utilizing data to identify needs, and leveraging research and best practices. Through a robust community engagement

JA 1172

process, the Bright Futures Roadmap initiative articulates a shared, community-wide roadmap for equitably serving Jeffco's children, birth through eight years old, and their families. The final roadmap, inclusive of actionable recommendations, was published in December 2019 and reboots in Spring 2022.

Restart Jeffco 2020, 2021

Developed and implemented an adaptable plan with district leadership and in collaboration with Jefferson County Public Health to determine 2020 and 2021 school year restart approaches, resources and supports. These processes included rigorous community family, student, and educator input and continues with pulsing surveys and town halls. Continue to lead implementation through continuous improvement for resources and supports for students, families and educators in alignment with urgent needs and with high expectations of teaching and learning in mind.

Colorado Preschool Policy Leadership Committee

Providing leadership around the collaborative process to reimagine preschool in Colorado. Ensuring alignment between the voter intent of the referred measure (proposition EE) to expand preschool to include universal access for four-year-olds and the policy being developed with the Governor's office. Ensuring all research, policy, and implementation questions are being adequately addressed. Making recommendations to policymakers on the creation of enacting legislation.

Jeffco Generations Strategic Plan

Formulated a strategic vision in collaboration with district leadership focused on learning, including readiness and conditions for learning as priorities. For example: In school-based learning experiences, the teacher releases learning to the student to practice a new skill or concept. This is sometimes referred to as the student TASK—what we ask the student to do, practice, and experience in the process of learning. Student tasks take all kinds of forms, ranging from the relatively repetitive and simple (worksheets) to the creative and authentic (students taking on a real and specific problem or project in their community). We believe that task predicts performance. When a task presents more complexity and relevancy, students become more engaged in their learning and perform at a higher level. Jeffco focuses on providing authentic, relevant, and engaging learning experiences for all students.

Jeffco Next Gen

Collaboratively designed a process to expand Early Childhood CTE and Teacher Cadet coursework in Jeffco Public Schools, in alignment with graduation guidelines, in order to ensure college entry into an initial teacher education program. While in the program, teacher candidates would student teach in Jeffco schools and upon graduation earn a hiring preference in the district.

Exhibit 51

ELSA I. HOLGUÍN

EXECUTIVE PROFILE

Established and well-respected leader in Colorado with known history representing institutions in early childhood, family economic success, economic development, leadership development, advocacy/public policy, and public/private initiatives. Proven experience interacting with complex systems including organizational development, fiscal planning, donor cultivation, and program management. Proficient in designing and executing successful grant making strategies, coalition building at local and national level, fundraising and capacity building strategies.

CORE STRENGTHS

- ✓ Values-driven: Equity and inclusiveness are core values to all my work.
- ✓ Strategic and forward-looking: A big picture analytical and strategic thinker. Focused on building strategic alliances, successful partnerships, and strong networks.
- ✓ Well-networked: C-suite executive with broad and deep national and local relationships. A connector and servant leader fulfilled by giving back.
- ✓ Pragmatic systems-builder: A social and policy entrepreneur that led and implemented successful statewide programs and initiatives in nonprofit and philanthropic settings.

- ✓ **Strong fundraising expertise:** Experienced in cultivating, prospecting and securing gifts from national and local funders, as well as helping to bring national grants to Colorado.
- ✓ **Team-oriented:** A strong team builder who believes in the power of coaching, mentoring and supporting staff's professional development.

PROFESSIONAL EXPERIENCE

Denver Preschool Program (2019-present) **President and CEO**

Oversee all organization activities. In consultation with the Board, is responsible for developing a clear strategy for the Denver Preschool Program's mission-based activities and executing those activities. Provide direction and leadership toward the achievement of the organization's philosophy, mission, strategy, and its annual goals and objectives. Implements the strategic goals and objectives of the organization. With the Chair of the Board, enables the Board to fulfill its governance function effectively and professionally. Led the permanent reauthorization of the organization with a very successful, 78% approval, 2023 ballot initiative.

Rose Community Foundation (1997-2019) **Senior Program Officer**

Development and management of the Child and Family Development program area overseeing over \$50 million in foundation grants since its inception. Manage the grant making and related activities to enhance the quality of life in the greater Denver community. Manage several programs, initiatives,

staff, consultants, and budgets. Represent the foundation at the local and national level as well as communicate with other funders, grant applicants, and the public. Positioned the foundation as a leader in early childhood.

- Co-led and worked closely with community, philanthropic organizations, and government to create an Office of Early Childhood in Colorado, secure a \$49 million Race to the Top Early Learning Challenge grant, a quality rating system for early childhood centers, the creation of the Early Childhood Framework, and the Colorado Early Childhood Leadership Commission.
- Trained and managed numerous community leaders that served as an advisory board to the Child and Family Development committee.
- Co-created Early Milestones Colorado, an intermediary organization that brings innovation, best practices, and acceleration for systems improvements for early childhood efforts.
- Created the Colorado Pay for Success Funders group that educates and advances the readiness and implementations of PFS projects.
- Co-Created and served as backbone for a \$1.8 million collective impact initiative, the Denver Opportunity Youth Investment Initiative (transitioned it to the Denver Metro Chamber of Commerce).
- Created the Latino Community Foundation of Colorado to influence and engage Latinos and

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others in philanthropy and develop strong and vibrant Latino communities.

- Managed and co-developed with a national consultant a \$3.2 million, three-year capacity building initiative for 18 area nonprofits, BOOST (Building Organizational and Operating Strength Together).
- Co-created the Colorado Nonprofit Development Center that provides fiscal sponsorship and financial management to projects and organizations.
- Co-created the Colorado Early Childhood Funders group that met for 20 years to educate and coordinate the systems work in early childhood.

The Hunt Alternatives Fund

Executive Director (1996-1997)

Managed and reported to the board of trustees of an \$11 million family foundation. Implemented grant making activities. Researched, planned, and developed special initiatives and internal programs. Supervised all foundation staff. Ensured legal and fiscal compliance and overseeing all communication aspects.

- Led extensive collaboration with external groups and other foundations.
- Led the transition of The Fund to Boston upon Ambassador Swanee Hunt's return to the United States from her ambassadorial appointment in Austria.

Associate Director (1994-1996)

Assistant to the President and the Board of Trustees of an \$8 million private family foundation. Supervised support staff. Responsible for grants administration. Oversight of financial operations of the fund. Assisted in developing, implementing, and/or monitoring special projects.

- Co-created a management assistance program that served over 20 organizations
- Co-developed a leadership award to recognize unsung community heroes, The Swanee Hunt Individual Leadership Award.

Mi Casa Resource Center

Associate Director (1992-1994)

Assisted with overall management and fundraising for the organization. Management, planning, personnel, budget oversight, implementation, and evaluation of six programs and 22 staff members.

Business Center for Women (1989-1992)

Director and Founder

Started an entrepreneurial training program for low-income women at Mi Casa Resource Center.

- Developed the microenterprise curriculum that resulted in 50 new businesses in Colorado in the first three years.
- Created the first peer-lending program in Colorado to provide access to capital for small businesses.
- Recipient of the 1991 Advocate of the Year Award by the MEDWeek Council.

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- Appointed as the national representative of Women's Business Ownership at the U.S. Small Business Administration after the Center's recognition as the "top training site" in the country.

The Women's Foundation of Colorado (1987-1989)

Administrative Assistant

Start-up staff member that worked directly with the founding board. Assisted in fundraising of the initial \$10 million endowment. Set up of all the internal systems including financial and investment, donor tracking and recognition, and grantmaking systems and procedures. Managed the community and volunteer outreach programs.

EDUCATION

Executive Master of Public Administration,
University of Colorado Denver

Bachelor of Science, Finance, Metropolitan State
University of Denver

Women and Power Leadership Program,
Harvard Kennedy School

HOPE (Hispanas Organized for Political Equality), Inaugural Bi-National Public Service
Fellow

EXECUTIVE LEADERSHIP POSITIONS

Current:

- **Tools of the Mind,** Board of Directors,
national self-regulation early childhood
curriculum

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- **Latino Community Foundation of Colorado**, Board Chair

Past:

- **Together We Count**, Board member and fiscal sponsor to ensure a successful 2020 Census count in Colorado
- **Early Childhood Leadership Commission**, Co-Chair, Governor's appointment
- **Early Milestones Colorado**, Board member and former Chair, Co-founder
- **Borealis Philanthropy**, Chair, Founding Board of Directors
- **The Jay and Rose Phillips Family Foundation of Colorado**, Philanthropic Advisor
- **Early Childhood Funders Collaborative**, Board of Directors, national affinity group
- **International Women's Forum of Colorado**, Board of Directors
- **Latinas Represent**, National Board Member
- **Grantmakers for Children Youth and Families**, Chair, Board of Directors
- **Just Media Fund**, Founding Board Member
- **Denver Department of Human Services**, Board Member
- **Hispanics In Philanthropy**, Board Member
- **The Hunt Alternatives Fund**, Secretary, Founding Board

AWARDS AND HONORS

- **Denver Business Journal**, 2022 Most Admired CEO
- **Colorado Women's Chamber of Commerce**, 2022 Top 25 Most Powerful Women in Business
- **Colorado Latino Leadership and Advocacy Organization**, 2022 Lena Archuleta Award
- **Denver Metro Chamber Leadership Foundation**, 2022 9News Leader of the Year Finalist
- **Latino Community Foundation of Colorado**, 10th Anniversary Founder Recognition Award
- **Mile Hi Girl Scouts Council**, Women's Leadership Circle
- **National Philanthropy Day**, 2000 Outstanding Professional in Philanthropy in Colorado
- **Latina Initiative**, Katherine Archuleta Leadership Award
- **Centro San Juan Diego**, Comadres Award
- **Colorado Association of Microenterprise**, Outstanding Advocate
- **Escuela Tlatelolco**, Spirit of Tlatelolco

Exhibit 52

**IN THE UNITED STATES DISTRICT COURT
FOR THE DISTRICT OF COLORADO**

ST. MARY CATHOLIC
PARISH IN
LITTLETON; ST.
BERNADETTE
CATHOLIC PARISH IN
LAKEWOOD; DANIEL
SHELEY; LISA
SHELEY; and THE
ARCHDIOCESE OF
DENVER,

Plaintiffs,

v.

LISA ROY, in her official
capacity as Executive
Director of the Colorado
Department of Early
Childhood; and DAWN
ODEAN, in her official
capacity as Director of
Colorado's Universal
Preschool Program,

Defendants.

Case No. 1:23-cv-2079-
JLK

**PLAINTIFFS'
ANSWERS TO
DEFENDANTS'
FIRST SET OF
INTERROGATORIES**

Pursuant to Rules 26 and 33 of the Federal Rules of Civil Procedure, Plaintiffs St. Mary Catholic Parish in Littleton, St. Bernadette Catholic Parish in Lakewood, Daniel Sheley, Lisa Sheley, and the Archdiocese of Denver, collectively "Plaintiffs,"

submit the following Answers to Interrogatories in writing and under oath.

Plaintiffs make this response without conceding the relevance or materiality of any Interrogatory and without prejudice to their right to object to admissibility at trial with respect to the subject matter of any Interrogatory. The word usage and sentence structure are that of the attorneys who drafted these responses and objections, and the language does not purport to be the exact language of the responding party.

Plaintiffs make certain general objections, incorporated by reference into the response made with respect to each Interrogatory as described below, with specific objections made on an individual basis to each Interrogatory below. These objections and responses are based on information currently known and reasonably available to Plaintiffs. These responses are made without prejudice to their right to rely on, at any time, including at trial, subsequently discovered information or information omitted from this response as a result of mistake, error, oversight, or inadvertence. Plaintiffs will supplement these objections and responses if they learn of additional or different responsive information. No incidental or implied admissions are intended by these responses. The fact that they respond or make objections to any Interrogatory should not be taken as an admission that Plaintiffs accept or admit the existence of any “facts” set forth or assumed by such Interrogatory.

GENERAL OBJECTIONS

1. Plaintiffs object to the Interrogatories to the extent they seek to impose obligations beyond those

required by the Federal Rules of Civil Procedure or the Local Rules of the United States District Court for the District of Colorado.

2. Plaintiffs object to the Interrogatories to the extent they seek disclosure of information or communications protected by any evidentiary privilege, including but not limited to the attorney-client privilege and the work product doctrine. Plaintiffs further object to these Interrogatories to the extent they seek information protected by any other applicable privilege or immunity, including those secured by the First Amendment to the U.S. Constitution. The inadvertent or unintentional disclosure by Plaintiffs of material or information covered by any privilege or immunity shall not be deemed a waiver of such protection.

3. Plaintiffs object to the Interrogatories to the extent they seek information prohibited from disclosure by federal statutory and regulatory requirements, state and federal privacy laws, including but not limited to the federal Family Educational Rights and Privacy Act, 20 U.S.C. §§ 1232g *et seq.*, and any other provision of law or court order prohibiting the disclosure of information or rendering information subject to confidentiality, as well as third-party confidentiality agreements.

4. Plaintiffs object to the Interrogatories to the extent they seek information protected from disclosure by the federal Constitution, including but not limited to the First and Fourteenth Amendments, the Colorado constitution, or state and federal civil rights laws, including but not limited to the federal Religious Freedom Restoration Act, 42 U.S.C. §§ 2000bb *et seq.*

5. Plaintiffs object to the Interrogatories to the extent they are overbroad, unduly burdensome, duplicative, and/or oppressive.

6. Plaintiffs object to the Interrogatories to the extent they seek information that is publicly available, or that may be obtained from another source that is more convenient, less burdensome, or less expensive, or that is solely in the possession, custody, or control of third parties.

7. Plaintiffs object to the Interrogatories to the extent they require Plaintiffs to answer on behalf of non-parties.

8. Plaintiffs object to the Interrogatories to the extent they purport to require them to provide information not within Plaintiffs' possession, custody, or control or already within any of the Defendants' possession, custody, or control.

9. Plaintiffs object to the Interrogatories to the extent they are, or incorporate terms that are vague, ambiguous, impermissibly imprecise, or otherwise unintelligible.

10. Plaintiffs object to the Interrogatories to the extent they are directed to matters which are not relevant to the subject matter at issue in this action or not proportional to the needs of the case.

11. Plaintiffs object to the Interrogatories to the extent they seek legal conclusions and analysis.

12. Plaintiffs object to the use of responses produced pursuant to these Interrogatories for

purposes beyond the scope of the above-captioned matter.

INTERROGATORIES

1. Identify and describe all persons or entities assisting YOU in preparing responses to these Requests, including name, contact information (business or residential address, phone number, and email), and position and duties if associated with the Archdiocese of Denver, St. Mary, St. Bernadette, or any preschool under the control, direction, or supervision of the Archdiocese of Denver as described in paragraphs 99-100s of the First Amended Complaint and identified in Interrogatory 2.

ANSWER: Plaintiffs object to this interrogatory on the grounds that the information sought is not relevant to any party's claim or defense. Plaintiffs further object on the grounds that it is overly broad and unduly burdensome and not proportional to the needs of this case. Plaintiffs also object to this interrogatory because it violates the work product doctrine. "[A]n interrogatory asking a party to identify all persons interviewed would contravene work product." 8 Wright, Marcus, & Miller, Fed. Prac. & Proc. Civ. § 2028 (3d ed.), Ch. 6, Rule 26, § (C) (2023); *United States v. Travelers Casualty & Surety Company of America*, 2023 WL 5275382 (D.N.M. 2023) (finding that interrogatory asking for names of individuals who assisted with answering interrogatories was both a violation of work product and irrelevant). Plaintiffs incorporate here the General Objections. Without waiving any objections, Plaintiffs respond that Elias Moo, Tracy Seul, and Avery Coats assisted in the preparation of these discovery responses, and that to the extent

Defendants seek information relevant to the claims and defenses in this case, the organizational Plaintiffs will designate corporate witnesses to testify regarding the facts in this lawsuit pertaining to them. All these individuals may be contacted through counsel for Plaintiffs.

2. Identify each preschool under the control, direction, or supervision of the Archdiocese of Denver as described in paragraphs 99-100 of the First Amended Complaint. For each school, please identify the relevant manager, director, principal, or other individual that oversees the day-to-day operations of each of the preschools identified, including the relevant manager, director, principal, or individual's name, address, phone number, email address, and other contact information of the individual.

ANSWER: Plaintiffs object to this interrogatory on the grounds that the information sought is not relevant to any party's claim or defense. Plaintiffs incorporate here the General Objections. Without waiving any objections, Plaintiffs respond that the following preschools are under the control, direction, or supervision of the Archdiocese of Denver as described in paragraph 99-100 of the First Amended Complaint:

All Souls Catholic School
Annunciation Catholic School
Assumption Catholic School
Blessed Sacrament Catholic School
Christ the King Roman Catholic School
Frassati Catholic Academy
Good Shepherd Catholic School

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Guardian Angels Catholic School
Blessed Miguel Pro Catholic Academy
Nativity: Faith & Reason Catholic School
Notre Dame Catholic School
Our Lady of Fatima Catholic School
Our Lady of Loreto Catholic School
Our Lady of Lourdes Catholic Classical Academy -
North Campus
Our Lady of Lourdes Catholic Classical Academy -
South Campus
Sacred Heart of Jesus Catholic School
Wellspring Catholic Academy at St. Bernadette
St. James Catholic School
St. John the Baptist Catholic School
St. John the Evangelist Catholic School
St. Joseph Catholic School
St. Louis Catholic School
St. Mary Catholic School, Greeley
St. Mary Catholic School, Littleton
St. Pius X Catholic School
St. Rose of Lima Catholic Academy
St. Stephen Catholic School
St. Therese Catholic School
St. Thomas More Catholic School
St. Vincent de Paul Catholic School
Sts. Peter and Paul Catholic School
Holy Name Preschool
Most Precious Blood ELC
St. Joan of Arc ELC
St. Mary's Preschool
St. Michael the Archangel

Counsel for Plaintiffs does not represent each Archdiocesan preschool; preschool directors at the above listed schools, however, may be contacted through counsel for Plaintiffs. A list of the contact

information for each preschool will be provided in Plaintiffs' document production.

3. Identify and describe any instance since January 1, 2018 in which YOU have denied an applicant's request, or a request from their family or guardian, to enroll in YOUR preschool because of the applicant's sexuality, sexual identity, sexual orientation, gender identity, religious beliefs or the sexuality, sexual identity, sexual orientation, gender identity, or religious beliefs of the applicant's family members or guardians, including but not limited to the factual circumstances involved, the approximate date of YOUR denial, the age of the applicant, and the name, address, phone number, email address, and other contact information of the applicant and their family members or guardians.

ANSWER: Plaintiffs object to this interrogatory on the grounds that the information sought is not relevant to any party's claim or defense. Plaintiffs object to this interrogatory to the extent it requires Plaintiffs to answer on behalf of non-parties. Plaintiffs incorporate here the General Objections. Without waiving any objections, Plaintiffs respond that they are not aware of any instances since January 1, 2018, in which they have denied an applicant's request, or a request from their family or guardian, to enroll in preschool because of the applicant's sexuality, sexual identity, sexual orientation, gender identity, religious beliefs or the sexuality, sexual identity, sexual orientation, gender identity, or religious beliefs of the applicant's family members or guardians.

4. Identify and describe any instance since January 1, 2018 in which YOU have denied an enrolled preschool student's request, or a request from

the student's family or guardian, for an accommodation regarding the student's pronouns, use of bathroom facilities, or school uniform, including but not limited to the factual circumstances involved, the approximate date of the denial, the age of the student, and the name, address, phone number, email address, and other contact information of the student and the student's family members or guardians.

ANSWER: Plaintiffs object to this interrogatory on the grounds that the information sought is not relevant to any party's claim or defense. Plaintiffs object to this interrogatory to the extent it requires Plaintiffs to answer on behalf of non-parties. Plaintiffs incorporate here the General Objections. Without waiving any objections, Plaintiffs respond that they are not aware of any instances since January 1, 2018, in which they have denied an enrolled preschool student's request, or a request from the student's family or guardian, for an accommodation regarding the student's pronouns, use of bathroom facilities, or school uniform.

5. Identify and describe any instance since January 1, 2018 in which YOU have denied a prospective employee's employment application or request for employment or have taken an adverse action against an employee because of the prospective employee's or employee's sexuality, sexual identity, sexual orientation, gender identity, or religious beliefs, including but not limited to the factual circumstances involved, the approximate date of the denial or adverse action, and the name, address, phone number, email address, and other contact information of the prospective employee or employee.

ANSWER: Plaintiffs object to this interrogatory on the grounds that the information sought is not relevant to any party's claim or defense. Plaintiffs object to this interrogatory to the extent it requires Plaintiffs to answer on behalf of non-parties. Plaintiffs incorporate here the General Objections. Without waiving any objections, Plaintiffs respond that they are not aware of any instances since January 1, 2018, in which they have taken an adverse action against an employee because of the prospective employee's or employee's sexuality, sexual identity, sexual orientation, gender identity, or religious beliefs.

6. Identify all individuals who played a role in the decision-making process leading to the Archdiocese of Denver's instruction to its Catholic parishes and Catholic preschools to not sign the UPK program agreement. Include each individual's name, address, phone number, email address, and other contact information of the individual, as well as a description of the individual's role in the decision-making process.

ANSWER: Plaintiffs object to this interrogatory on the grounds that the information sought is not relevant to any party's claim or defense. A list of who participated in the Archdiocese's religious decision-making regarding the application of its religious beliefs to an Agreement which both facially and in application violates the Archdiocese's publicly stated religious beliefs has no relevance to the claims or defenses in this case or to the sincerity of Plaintiffs' religious beliefs. Plaintiffs further object on the grounds that this interrogatory is overly broad, unduly burdensome, and not proportional to the needs of this case. Plaintiffs further object on the grounds that the Archdiocese's Statement of Community

Beliefs and Guidance for Issues Concerning the Human Person and Sexual Identity speak for themselves. Plaintiffs further object on the grounds that the phrase “played a role in the decision-making process” is not defined and is vague, ambiguous, and without reasonable particularity. Plaintiffs further object on the basis that the U.S. Constitution independently limits discovery when it would impinge on freedoms guaranteed by the First Amendment. The First Amendment’s protection of church autonomy prevents inquiries into internal church governance, doctrine, and religious discipline. Here, a detailed identification and description in a judicial proceeding of all persons involved in the Archdiocese’s internal religious deliberations would impinge on the Archdiocese’s right to conduct its own internal affairs free from government intrusion. A “detailed review of the evidence” regarding internal church governance and procedures is “impermissible” under the First Amendment. *See Serbian E. Orthodox Diocese for U.S. & Canada v. Milivojevic*, 426 U.S. 696, 717-18 (1976). Courts must “refrain from trolling through a person’s or institution’s religious beliefs.” *Colo. Christian Univ. v. Weaver*, 534 F.3d 1245, 1261 (10th Cir. 2008) (quoting *Mitchell v. Helms*, 530 U.S. 793, 828 (2000)). “[I]nternal deliberations” regarding church law and doctrine are at the core of that prohibition and should remain “intact from ordinary discovery.” *Whole Woman’s Health v. Smith*, 896 F.3d 362, 372, 374 (5th Cir. 2018). Without waiving any objections, Plaintiffs respond that Superintendent Elias Moo and Archbishop Samuel J. Aquila played a role in the decision-making process. Both can be contacted through counsel for Plaintiffs.

7. Identify all federal, state, or local grants, funding, reimbursements, or awards YOU or any preschool identified in Interrogatory 2 received since January 1, 2018 related to the education programs or operations of any of school, preschool or otherwise, under the control or direction of the Archdiocese of Denver as described in paragraphs 99-100 of the First Amended Complaint and as identified in Interrogatory 2 including, but not limited to, St. Mary and St. Bernadette. Federal, state, and local grants, funding, reimbursements, or awards may include those received through programs such as the Denver Preschool Program, the UPK program, the Colorado Child Care Assistance Program, and American Rescue Plan Act assistance.

ANSWER: Plaintiffs object to this interrogatory on the grounds that the information sought is not relevant to any party's claim or defense. Plaintiffs object to this interrogatory to the extent it requires Plaintiffs to answer on behalf of non-parties. Plaintiffs object to the extent this question seeks information already within Defendants' possession and control, including information about grants or other funding received from or through the Department of Early Childhood. Plaintiffs object that this request is unduly burdensome, overbroad, and not proportional to the needs of this case. Plaintiffs incorporate here the General Objections. Without waiving any objections, Plaintiffs respond that, to the best of their knowledge, they have received the following:

EANS/GEANS Stability Grants

Health and Mental Health Grants

Denver Preschool Program

Paycheck Protection Program

Colorado Shines Quality Improvement Program,
Quality Incentive Merit Awards

Colorado Child Care Assistance Program for
Families

8. For each federal, state, or local grant, funding, reimbursement, or award identified in Interrogatory 7, identify the total amount of money received as a result of that grant, funding, reimbursement, or award.

ANSWER: Plaintiffs object to this interrogatory on the grounds that the information sought is not relevant to any party's claim or defense. Plaintiffs object to the extent this question seeks information already within Defendants' possession and control, including information about grants or other funding received from or through the Department of Early Childhood. Plaintiffs object that this request is unduly burdensome, overbroad, and not proportional to the needs of this case. Plaintiffs also incorporate here the General Objections. Without waiving any objections, Plaintiffs respond that, to the best of their knowledge, they have received the following grants award amounts. With regard to the amount of CCCAP and DPP funding Plaintiffs have received, Plaintiffs are unable to determine with reasonable effort the total amount of reimbursements received over the past five years based on information within their possession, custody, or control.

EANS/GEANS Stability Grants: \$80,000

Health and Mental Health Grants: \$9,000

Paycheck Protection Program: \$90,700

Colorado Shines Quality Improvement Program,
Quality Incentive Merit Award: \$4,000

9. Identify all individuals associated with YOU or any of the preschools identified in Interrogatory 2 that participated in the Faith-Based Working Group. Include each individual's name, address, phone number, email address, and other contact information of the individual.

ANSWER: Plaintiffs object to this interrogatory on the grounds that the information sought is not relevant to any party's claim or defense. Plaintiffs object to this interrogatory to the extent it requires Plaintiffs to answer on behalf of non-parties. Plaintiffs incorporate here the General Objections. Without waiving any objections, Plaintiffs respond that Tracy Seul participated in the Faith-Based Working Group. Seul may be contacted via counsel for Plaintiffs.

10. Define and explain what YOU mean by the term "parishioner" as used in paragraphs 60 and 84 of the Amended Complaint.

ANSWER: Plaintiffs object to this interrogatory on the grounds that the information sought is not relevant to any party's claim or defense. Plaintiffs object to this interrogatory to the extent it requires Plaintiffs to answer on behalf of non-parties. Plaintiffs incorporate here the General Objections. Without waiving any objections, Plaintiffs respond that "parishioner" as used in paragraphs 60 and 84 of the Amended Complaint refers to Catholic individuals residing within the geographic boundaries of a parish or who have registered with the parish, typically by submitting basic demographic information to the parish's office.

11. Identify and list for St. Mary and St. Bernadette, how many 4-year-old students have been enrolled at each preschool for each year since August 2013, including a breakdown of how many of those students were siblings of other students enrolled in the school or parishioners of the same parish as the school.

ANSWER: Plaintiffs object to this interrogatory on the grounds that the information sought is not relevant to any party's claim or defense. Plaintiffs further object on the grounds that it is overly broad, not proportional to the needs of the case, and unduly burdensome. Plaintiffs also incorporate here the General Objections. Without waiving any objections, Plaintiffs respond that St. Mary's and St. Bernadette's have recently upgraded their student records software and accordingly have limited information regarding student enrollment prior to this upgrade. Accordingly, Plaintiffs provide the following information, which represents all the information they were able to compile in response to this Interrogatory after a diligent search of their records:

St. Mary's:

2023: 56 enrolled; 35 with siblings; 38 parishioners.

2022: 60 enrolled; 33 with siblings; 33 parishioners.

2021: 38 enrolled; 24 with siblings; 23 parishioners.

2020: 36 enrolled; 19 with siblings; 16 parishioners.

Wellspring Catholic Academy:

2023: 6 enrolled; 6 with siblings; 1 parishioner.

2022: 11 enrolled; 5 with siblings; 2 parishioners.

2021: 21 enrolled; 13 with siblings; 4 parishioners.

JA 1197

2020: 9 enrolled; 3 with siblings; 5 parishioners.

2019: 12 enrolled; 0 with siblings; 7 parishioners.

VERIFICATION

I verify under penalty of perjury that the foregoing answers are true and correct, to the best of my knowledge, information, and belief, based on reasonable inquiry.

Elias Moo, Superintendent of
Catholic School at the Archdiocese
of Denver

Name and Position

Date: November 6, 2023

/s/ Elias Moo
Signature

Dated: November 6, 2023 Respectfully submitted,

/s/ Eric C. Rassbach
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JA 1198

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CERTIFICATE OF SERVICE

I hereby certify that on this date, a copy of the foregoing was served on all other parties by email addressed to their counsel of record as follows:

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Dated: November 6, 2023

/s/ Eric C. Rassbach
Eric C. Rassbach

**IN THE UNITED STATES DISTRICT COURT
FOR THE DISTRICT OF COLORADO**

ST. MARY CATHOLIC
PARISH IN
LITTLETON; ST.
BERNADETTE
CATHOLIC PARISH IN
LAKEWOOD; DANIEL
SHELEY; LISA
SHELEY; and THE
ARCHDIOCESE OF
DENVER,

Plaintiffs,

v.

LISA ROY, in her official
capacity as Executive
Director of the Colorado
Department of Early
Childhood; and DAWN
ODEAN, in her official
capacity as Director of
Colorado's Universal
Preschool Program,

Defendants.

Case No. 1:23-cv-2079-
JLK

**PLAINTIFFS'
SUPPLEMENTAL
ANSWERS TO
DEFENDANTS'
FIRST SET OF
INTERROGATORIES**

Pursuant to Rules 26 and 33 of the Federal Rules of Civil Procedure, Plaintiffs St. Mary Catholic Parish in Littleton, St. Bernadette Catholic Parish in Lakewood, Daniel Sheley, Lisa Sheley, and the Archdiocese of Denver, collectively "Plaintiffs," submit the following Answers to Interrogatories in writing and under oath.

Plaintiffs make this response without conceding the relevance or materiality of any Interrogatory and without prejudice to their right to object to admissibility at trial with respect to the subject matter of any Interrogatory. The word usage and sentence structure are that of the attorneys who drafted these responses and objections, and the language does not purport to be the exact language of the responding party.

Plaintiffs make certain general objections, incorporated by reference into the response made with respect to each Interrogatory as described below, with specific objections made on an individual basis to each Interrogatory below. These objections and responses are based on information currently known and reasonably available to Plaintiffs. These responses are made without prejudice to their right to rely on, at any time, including at trial, subsequently discovered information or information omitted from this response as a result of mistake, error, oversight, or inadvertence. Plaintiffs will supplement these objections and responses if they learn of additional or different responsive information. No incidental or implied admissions are intended by these responses. The fact that they respond or make objections to any Interrogatory should not be taken as an admission that Plaintiffs accept or admit the existence of any “facts” set forth or assumed by such Interrogatory.

GENERAL OBJECTIONS

1. Plaintiffs object to the Interrogatories to the extent they seek to impose obligations beyond those required by the Federal Rules of Civil Procedure or the Local Rules of the United States District Court for the District of Colorado.

2. Plaintiffs object to the Interrogatories to the extent they seek disclosure of information or communications protected by any evidentiary privilege, including but not limited to the attorney-client privilege and the work product doctrine. Plaintiffs further object to these Interrogatories to the extent they seek information protected by any other applicable privilege or immunity, including those secured by the First Amendment to the U.S. Constitution. The inadvertent or unintentional disclosure by Plaintiffs of material or information covered by any privilege or immunity shall not be deemed a waiver of such protection.

3. Plaintiffs object to the Interrogatories to the extent they seek information prohibited from disclosure by federal statutory and regulatory requirements, state and federal privacy laws, including but not limited to the federal Family Educational Rights and Privacy Act, 20 U.S.C. §§ 1232g *et seq.*, and any other provision of law or court order prohibiting the disclosure of information or rendering information subject to confidentiality, as well as third-party confidentiality agreements.

4. Plaintiffs object to the Interrogatories to the extent they seek information protected from disclosure by the federal Constitution, including but not limited to the First and Fourteenth Amendments, the Colorado constitution, or state and federal civil rights laws, including but not limited to the federal Religious Freedom Restoration Act, 42 U.S.C. §§ 2000bb *et seq.*

5. Plaintiffs object to the Interrogatories to the extent they are overbroad, unduly burdensome, duplicative, and/or oppressive.

6. Plaintiffs object to the Interrogatories to the extent they seek information that is publicly available, or that may be obtained from another source that is more convenient, less burdensome, or less expensive, or that is solely in the possession, custody, or control of third parties.

7. Plaintiffs object to the Interrogatories to the extent they require Plaintiffs to answer on behalf of non-parties.

8. Plaintiffs object to the Interrogatories to the extent they purport to require them to provide information not within Plaintiffs' possession, custody, or control or already within any of the Defendants' possession, custody, or control.

9. Plaintiffs object to the Interrogatories to the extent they are, or incorporate terms that are vague, ambiguous, impermissibly imprecise, or otherwise unintelligible.

10. Plaintiffs object to the Interrogatories to the extent they are directed to matters which are not relevant to the subject matter at issue in this action or not proportional to the needs of the case.

11. Plaintiffs object to the Interrogatories to the extent they seek legal conclusions and analysis.

12. Plaintiffs object to the use of responses produced pursuant to these Interrogatories for purposes beyond the scope of the above-captioned matter.

INTERROGATORIES

1. Identify and describe all persons or entities assisting YOU in preparing responses to these Requests, including name, contact information

(business or residential address, phone number, and email), and position and duties if associated with the Archdiocese of Denver, St. Mary, St. Bernadette, or any preschool under the control, direction, or supervision of the Archdiocese of Denver as described in paragraphs 99-100s of the First Amended Complaint and identified in Interrogatory 2.

ANSWER: Plaintiffs object to this interrogatory on the grounds that the information sought is not relevant to any party's claim or defense. Plaintiffs further object on the grounds that it is overly broad and unduly burdensome and not proportional to the needs of this case. Plaintiffs also object to this interrogatory because it violates the work product doctrine. "[A]n interrogatory asking a party to identify all persons interviewed would contravene work product." 8 Wright, Marcus, & Miller, Fed. Prac. & Proc. Civ. § 2028 (3d ed.), Ch. 6, Rule 26, § (C) (2023); *United States v. Travelers Casualty & Surety Company of America*, 2023 WL 5275382 (D.N.M. 2023) (finding that interrogatory asking for names of individuals who assisted with answering interrogatories was both a violation of work product and irrelevant). Plaintiffs incorporate here the General Objections. Without waiving any objections, Plaintiffs respond that Elias Moo, Tracy Seul, and Avery Coats assisted in the preparation of these discovery responses, and that to the extent Defendants seek information relevant to the claims and defenses in this case, the organizational Plaintiffs will designate corporate witnesses to testify regarding the facts in this lawsuit pertaining to them. All these individuals may be contacted through counsel for Plaintiffs.

2. Identify each preschool under the control, direction, or supervision of the Archdiocese of Denver as described in paragraphs 99-100 of the First Amended Complaint. For each school, please identify the relevant manager, director, principal, or other individual that oversees the day-to-day operations of each of the preschools identified, including the relevant manager, director, principal, or individual's name, address, phone number, email address, and other contact information of the individual.

ANSWER: Plaintiffs object to this interrogatory on the grounds that the information sought is not relevant to any party's claim or defense. Plaintiffs incorporate here the General Objections. Without waiving any objections, Plaintiffs respond that the following preschools are under the control, direction, or supervision of the Archdiocese of Denver as described in paragraph 99-100 of the First Amended Complaint:

All Souls Catholic School
Annunciation Catholic School
Assumption Catholic School
Blessed Sacrament Catholic School
Christ the King Roman Catholic School
Frassati Catholic Academy
Good Shepherd Catholic School
Guardian Angels Catholic School
Blessed Miguel Pro Catholic Academy
Nativity: Faith & Reason Catholic School
Notre Dame Catholic School
Our Lady of Fatima Catholic School
Our Lady of Loreto Catholic School
Our Lady of Lourdes Catholic Classical Academy -
North Campus

JA 1205

Our Lady of Lourdes Catholic Classical Academy -
South Campus
Sacred Heart of Jesus Catholic School
Wellspring Catholic Academy at St. Bernadette
St. James Catholic School
St. John the Baptist Catholic School
St. John the Evangelist Catholic School
St. Joseph Catholic School
St. Louis Catholic School
St. Mary Catholic School, Greeley
St. Mary Catholic School, Littleton
St. Pius X Catholic School
St. Rose of Lima Catholic Academy
St. Stephen Catholic School
St. Therese Catholic School
St. Thomas More Catholic School
St. Vincent de Paul Catholic School
Sts. Peter and Paul Catholic School
Holy Name Preschool
Most Precious Blood ELC
St. Joan of Arc ELC
St. Mary's Preschool
St. Michael the Archangel

Counsel for Plaintiffs does not represent each Archdiocesan preschool; preschool directors at the above listed schools, however, may be contacted through counsel for Plaintiffs. A list of the contact information for each preschool is provided at Document Bates #: PL_0003800-81.

3. Identify and describe any instance since January 1, 2018 in which YOU have denied an applicant's request, or a request from their family or guardian, to enroll in YOUR preschool because of the applicant's sexuality, sexual identity, sexual

orientation, gender identity, religious beliefs or the sexuality, sexual identity, sexual orientation, gender identity, or religious beliefs of the applicant's family members or guardians, including but not limited to the factual circumstances involved, the approximate date of YOUR denial, the age of the applicant, and the name, address, phone number, email address, and other contact information of the applicant and their family members or guardians.

ANSWER: Plaintiffs object to this interrogatory on the grounds that the information sought is not relevant to any party's claim or defense. Plaintiffs object to this interrogatory to the extent it requires Plaintiffs to answer on behalf of non-parties. Plaintiffs incorporate here the General Objections. Without waiving any objections, Plaintiffs respond that they are not aware of any instances since January 1, 2018, in which they have denied an applicant's request, or a request from their family or guardian, to enroll in preschool because of the applicant's sexuality, sexual identity, sexual orientation, gender identity, religious beliefs or the sexuality, sexual identity, sexual orientation, gender identity, or religious beliefs of the applicant's family members or guardians.

4. Identify and describe any instance since January 1, 2018 in which YOU have denied an enrolled preschool student's request, or a request from the student's family or guardian, for an accommodation regarding the student's pronouns, use of bathroom facilities, or school uniform, including but not limited to the factual circumstances involved, the approximate date of the denial, the age of the student, and the name, address, phone number, email address,

and other contact information of the student and the student's family members or guardians.

ANSWER: Plaintiffs object to this interrogatory on the grounds that the information sought is not relevant to any party's claim or defense. Plaintiffs object to this interrogatory to the extent it requires Plaintiffs to answer on behalf of non-parties. Plaintiffs incorporate here the General Objections. Without waiving any objections, Plaintiffs respond that they are not aware of any instances since January 1, 2018, in which they have denied an enrolled preschool student's request, or a request from the student's family or guardian, for an accommodation regarding the student's pronouns, use of bathroom facilities, or school uniform.

5. Identify and describe any instance since January 1, 2018 in which YOU have denied a prospective employee's employment application or request for employment or have taken an adverse action against an employee because of the prospective employee's or employee's sexuality, sexual identity, sexual orientation, gender identity, or religious beliefs, including but not limited to the factual circumstances involved, the approximate date of the denial or adverse action, and the name, address, phone number, email address, and other contact information of the prospective employee or employee.

ANSWER: Plaintiffs object to this interrogatory on the grounds that the information sought is not relevant to any party's claim or defense. Plaintiffs object to this interrogatory to the extent it requires Plaintiffs to answer on behalf of non-parties. Plaintiffs incorporate here the General Objections. Without waiving any objections, Plaintiffs respond that they

are not aware of any instances since January 1, 2018, in which they have taken an adverse action against an employee because of the prospective employee's or employee's sexuality, sexual identity, sexual orientation, gender identity, or religious beliefs.

6. Identify all individuals who played a role in the decision-making process leading to the Archdiocese of Denver's instruction to its Catholic parishes and Catholic preschools to not sign the UPK program agreement. Include each individual's name, address, phone number, email address, and other contact information of the individual, as well as a description of the individual's role in the decision-making process.

ANSWER: Plaintiffs object to this interrogatory on the grounds that the information sought is not relevant to any party's claim or defense. A list of who participated in the Archdiocese's religious decision-making regarding the application of its religious beliefs to an Agreement which both facially and in application violates the Archdiocese's publicly stated religious beliefs has no relevance to the claims or defenses in this case or to the sincerity of Plaintiffs' religious beliefs. Plaintiffs further object on the grounds that this interrogatory is overly broad, unduly burdensome, and not proportional to the needs of this case. Plaintiffs further object on the grounds that the Archdiocese's Statement of Community Beliefs and Guidance for Issues Concerning the Human Person and Sexual Identity speak for themselves. Plaintiffs further object on the grounds that the phrase "played a role in the decision-making process" is not defined and is vague, ambiguous, and without reasonable particularity. Plaintiffs further object on the basis that the U.S. Constitution

independently limits discovery when it would impinge on freedoms guaranteed by the First Amendment. The First Amendment's protection of church autonomy prevents inquiries into internal church governance, doctrine, and religious discipline. Here, a detailed identification and description in a judicial proceeding of all persons involved in the Archdiocese's internal religious deliberations would impinge on the Archdiocese's right to conduct its own internal affairs free from government intrusion. A "detailed review of the evidence" regarding internal church governance and procedures is "impermissible" under the First Amendment. *See Serbian E. Orthodox Diocese for U.S. & Canada v. Milivojevic*, 426 U.S. 696, 717-18 (1976). Courts must "refrain from trolling through a person's or institution's religious beliefs." *Colo. Christian Univ. v. Weaver*, 534 F.3d 1245, 1261 (10th Cir. 2008) (quoting *Mitchell v. Helms*, 530 U.S. 793, 828 (2000)). "[I]nternal deliberations" regarding church law and doctrine are at the core of that prohibition and should remain "intact from ordinary discovery." *Whole Woman's Health v. Smith*, 896 F.3d 362, 372, 374 (5th Cir. 2018). Without waiving any objections, Plaintiffs respond that Superintendent Elias Moo and Archbishop Samuel J. Aquila played a role in the decision-making process. Both can be contacted through counsel for Plaintiffs.

7. Identify all federal, state, or local grants, funding, reimbursements, or awards YOU or any preschool identified in Interrogatory 2 received since January 1, 2018 related to the education programs or operations of any of school, preschool or otherwise, under the control or direction of the Archdiocese of Denver as described in paragraphs 99-100 of the First Amended Complaint and as identified in

Interrogatory 2 including, but not limited to, St. Mary and St. Bernadette. Federal, state, and local grants, funding, reimbursements, or awards may include those received through programs such as the Denver Preschool Program, the UPK program, the Colorado Child Care Assistance Program, and American Rescue Plan Act assistance.

ANSWER: Plaintiffs object to this interrogatory on the grounds that the information sought is not relevant to any party's claim or defense. Plaintiffs object to this interrogatory to the extent it requires Plaintiffs to answer on behalf of non-parties. Plaintiffs object to the extent this question seeks information already within Defendants' possession and control, including information about grants or other funding received from or through the Department of Early Childhood. Plaintiffs object that this request is unduly burdensome, overbroad, and not proportional to the needs of this case. Plaintiffs incorporate here the General Objections. Without waiving any objections, Plaintiffs respond that, to the best of their knowledge, they have received the following:

EANS/GEANS Stability Grants

Health and Mental Health Grants

Denver Preschool Program

Paycheck Protection Program

Colorado Shines Quality Improvement Program,
Quality Incentive Merit Awards

Colorado Child Care Assistance Program for
Families

8. For each federal, state, or local grant, funding, reimbursement, or award identified in Interrogatory

7, identify the total amount of money received as a result of that grant, funding, reimbursement, or award.

ANSWER: Plaintiffs object to this interrogatory on the grounds that the information sought is not relevant to any party's claim or defense. Plaintiffs object to the extent this question seeks information already within Defendants' possession and control, including information about grants or other funding received from or through the Department of Early Childhood. Plaintiffs object that this request is unduly burdensome, overbroad, and not proportional to the needs of this case. Plaintiffs also incorporate here the General Objections. Without waiving any objections, Plaintiffs respond that, to the best of their knowledge, they have received the following grants award amounts. With regard to the amount of CCCAP and DPP funding Plaintiffs have received, Plaintiffs are unable to determine with reasonable effort the total amount of reimbursements received over the past five years based on information within their possession, custody, or control.

EANS/GEANS Stability Grants: \$80,000

Health and Mental Health Grants: \$9,000

Paycheck Protection Program: \$90,700

Colorado Shines Quality Improvement Program,
Quality Incentive Merit Award: \$4,000

9. Identify all individuals associated with YOU or any of the preschools identified in Interrogatory 2 that participated in the Faith-Based Working Group. Include each individual's name, address, phone

number, email address, and other contact information of the individual.

ANSWER: Plaintiffs object to this interrogatory on the grounds that the information sought is not relevant to any party's claim or defense. Plaintiffs object to this interrogatory to the extent it requires Plaintiffs to answer on behalf of non-parties. Plaintiffs incorporate here the General Objections. Without waiving any objections, Plaintiffs respond that Tracy Seul participated in the Faith-Based Working Group. Seul may be contacted via counsel for Plaintiffs.

10. Define and explain what YOU mean by the term "parishioner" as used in paragraphs 60 and 84 of the Amended Complaint.

ANSWER: Plaintiffs object to this interrogatory on the grounds that the information sought is not relevant to any party's claim or defense. Plaintiffs object to this interrogatory to the extent it requires Plaintiffs to answer on behalf of non-parties. Plaintiffs incorporate here the General Objections. Without waiving any objections, Plaintiffs respond that "parishioner" as used in paragraphs 60 and 84 of the Amended Complaint refers to Catholic individuals residing within the geographic boundaries of a parish or who have registered with the parish, typically by submitting basic demographic information to the parish's office.

11. Identify and list for St. Mary and St. Bernadette, how many 4-year-old students have been enrolled at each preschool for each year since August 2013, including a breakdown of how many of those students were siblings of other students enrolled in

the school or parishioners of the same parish as the school.

ANSWER: Plaintiffs object to this interrogatory on the grounds that the information sought is not relevant to any party's claim or defense. Plaintiffs further object on the grounds that it is overly broad, not proportional to the needs of the case, and unduly burdensome. Plaintiffs also incorporate here the General Objections. Without waiving any objections, Plaintiffs respond that St. Mary's and St. Bernadette's have recently upgraded their student records software and accordingly have limited information regarding student enrollment prior to this upgrade. Accordingly, Plaintiffs provide the following information, which represents all the information they were able to compile in response to this Interrogatory after a diligent search of their records:

St. Mary's:

2023: 56 enrolled; 35 with siblings; 38 parishioners.

2022: 60 enrolled; 33 with siblings; 33 parishioners.

2021: 38 enrolled; 24 with siblings; 23 parishioners.

2020: 36 enrolled; 19 with siblings; 16 parishioners.

Wellspring Catholic Academy:

2023: 6 enrolled; 6 with siblings; 1 parishioner.

2022: 11 enrolled; 5 with siblings; 2 parishioners.

2021: 21 enrolled; 13 with siblings; 4 parishioners.

2020: 9 enrolled; 3 with siblings; 5 parishioners.

2019: 12 enrolled; 0 with siblings; 7 parishioners.

JA 1214

VERIFICATION

I verify under penalty of perjury that the foregoing answers are true and correct, to the best of my knowledge, information, and belief, based on reasonable inquiry.

Elias Moo, Superintendent of
Catholic School at the Archdiocese
of Denver

Name and Position

Date: November 9, 2023

/s/ Elias Moo
Signature

Dated: November 9, 2023 Respectfully submitted,

/s/ Eric C. Rassbach
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Mark L. Rienzi
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D.C. Bar; admitted only
in North Carolina.

JA 1215

Practice limited to cases
in federal court.
Supervised by licensed
D.C. Bar members.

CERTIFICATE OF SERVICE

I hereby certify that on this date, a copy of the foregoing was served on all other parties by email addressed to their counsel of record as follows:

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Dated: November 9, 2023

/s/ Eric C. Rassbach
Eric C. Rassbach

Exhibit 68

* * *

RULE 30 (b) (6) DEPOSITION OF:
Superintendent of Catholic Schools
at Denver Archdiocese
ELIAS MOO
November 27, 2023
Via RemoteDepo

* * *

EXAMINATION

BY MS. CARRENO:

Q. Good morning, Mr. Moo.

A. Good morning.

Q. Can you hear me okay?

A. Yeah. It's a little bit of an echo, but it's coming in okay.

Q. Okay. Let me know if you have any problems where you can't hear me and we can try to adjust the sound before it gets distracting.

A. Sounds good. Thank you.

* * *

Q. (BY MS. CARRENO) So my name is Virginia Carreno, Mr. Moo, and I'm an attorney with the Attorney General's Office in Colorado. I represent the defendants, Dr. Roy and Dawn Odean, from the Colorado Department of Early Childhood, and I'm

JA 1217

going to be asking you some questions for your deposition today.

I know that Ms. Kelly had already asked you this question, but can I ask you on the record to identify anyone that's in the room with you today.

A. Just Mr. Joe Davis is here with me.

Q. Okay. And where are you?

A. We are at a conference room, 119, at the John Paul II Center for the New Evangelization.

Q. And where is that located?

A. 1300 South Steele Street.

Q. In Denver, Colorado?

A. Yes.

Q. Okay. Mr. Moo, do you have any chat or any other communications open?

A. No, not currently.

Q. And do you have any electronic devices with you today?

A. Yeah. My cell phone is sitting next to me.

Q. Okay. I just want to remind you that you can't communicate through any chats or through text messaging or with anyone else while your deposition is happening today about the contents of the deposition.

A. Yes. Understood.

Q. Okay. Great. Did you bring any documents with you to the deposition today?

A. No. Just myself here.

Q. Okay. Do you have any documents open on your computer?

A. No.

Q. And just the same reminder that I ask that you not use any documents, unless you specifically ask to use those documents, and then we will make those part of the record today.

Does that sound accurate or fair?

A. Yes. Understood.

Q. Okay.

* * *

Q. (BY MS. CARRENO) All right. Mr. Moo, I want to get some basic information from you. Can you spell your full name, please?

A. Yeah. My first name is Elias, E-l-i-a-s. My middle name is Josue, J-o-s-u-e. And my last name is Moo, M-o-o.

Q. Any previous names?

A. I'm sorry. Can you repeat that again?

Q. Do you have any previous names or other names that you're known by?

A. No.

Q. What is your address?

A. My address?

Q. Yes.

A. It's 14220 East Arkansas Drive. That's Aurora, Colorado 80012.

Q. What is your telephone number?

A. It's [REDACTED].

Q. And do you own your home?

A. Yes.

Q. How long have you lived there?

A. Since 2017. So going on six years, approximately.

Q. Have you ever been deposed before?

A. No.

Q. I'm going to go through some questions with you, and I just want to lay down some basic ground rules about how the deposition is going to work today.

So, first and foremost, I need all of your answers to be verbal. Things like shaking your head or nodding won't be picked up. Even though we can see each other on video, we are not recording the deposition today.

So I need for your answers to be verbal so that we will have them on the transcript of this deposition after we finish today.

Does that sound okay?

A. Yes. Understood.

Q. And I also, just, again, since we're over video and we're trying to get a clear record, just want to make sure that we take turns talking today.

So if you wait a second, sometimes it might sound like I'm finished with my question, but I might keep talking. I just want to make sure that we don't talk over each other. Does that sound fair?

A. Yes. Absolutely.

Q. If you need a break, please say so. The only thing I ask is that if you need to take a break, that you answer the pending question before asking to take a break.

I'm going to build in some breaks today as we go. We'll definitely have a lunch break and maybe short breaks every hour or so, depending on how quickly the deposition is going. But please, let us know if you need to take breaks. Does that sound good?

A. Yes. Yeah. Thank you.

Q. Just want to remind you, you are under oath. Ms. Kelly just asked you to take an oath to tell the truth. And do you understand that this is the same oath you would take if you were sworn in at a trial?

A. Yes.

Q. And do you agree that you will tell the whole truth to the best of your ability today?

A. Yes. Absolutely.

Q. If you learn – and I'm here to learn everything about you – I'm sorry – everything about the events that you know related to this lawsuit and the facts surrounding this lawsuit. So I'm looking for full and complete answers to my questions.

So if you give an answer and you realize that something that you said was incorrect, can we agree that you will let me know and we'll correct that on the record?

A. Yeah. I'm sorry. Can you repeat that last part? Correct what on the record?

Q. If you realize that some answer that you gave is incorrect or that you misspoke, will you let me know?

A. Yes.

Q. You'll have an opportunity after the deposition today to review the transcript. Like I said, the court reporter is writing down everything that we're saying, and you'll have an opportunity to correct an answer if something is incorrect.

If it happens, though, I would – I may ask that we come back and have an opportunity to discuss that on the record.

Does that sound fair as well?

A. Yes.

Q. It's also important if I ask a question that you don't understand, that you let me know so that we make sure that you understand the question that you're being asked. Is that fair?

A. Yes.

Q. And, Mr. Moo, are you on any medications today that would affect your ability to testify?

A. No. I mentioned to Mr. Davis, I have been fighting a head cold so I took some decongestant early this morning, but that's about it. I don't think that's going to impair my ability to be able to answer your questions here.

Q. Okay. Well, thank you for letting me know that. And the next question was, are you sick at all today? It sounds like maybe you've got a bit of a head cold.

A. Yes.

Q. And do you think – it sounds like the answer is no, but I just want to be clear. Do you think that your head cold will affect your ability to testify today?

A. No.

Q. Is there any reason why you cannot give accurate and complete testimony here today?

A. No.

Q. Did you understand everything I said so far?

A. Yes, ma'am.

Q. And before we get started, do you have any questions for me about anything that I just said?

A. No. Not at this time.

Q. Okay. What did you do to prepare for your deposition today?

MR. DAVIS: I'm going to object to the extent that the question gets at attorney-client privileged information, but you can answer otherwise, please.

A. Yeah. Just I reviewed the various documents that have been submitted already for the record.

Q. (BY MS. CARRENO) And did you meet with anybody? Without disclosing any privileged information, did you meet with anybody about the deposition today?

A. Just the – just my counsel.

Q. And how many times did you meet with your counsel about this depositions?

A. It was one, one conversation specific to this deposition.

Q. And how long was that meeting or that conversation?

MR. DAVIS: I'll object as to relevance, but you can answer, Elias.

A. Yeah. We had a Zoom call for about 90 minutes, I want to say, approximately. Just to clarify, Mr. Davis and I did have a brief phone call a couple days ago just to connect on logistics for this here. But, yeah, the first call was a 90-minute Zoom call.

Q. (BY MS. CARRENO) Thank you. Have you ever testified under oath before?

A. I have not, no.

Q. And I think you said you've never been deposed before; is that correct?

A. Correct. Yes.

Q. Have you ever been involved with a lawsuit or any type of litigation in the past?

A. Can I clarify? In a professional setting? Personal setting? Any?

Q. Let's start with a professional setting.

A. Professional setting, no. Personal, my wife and I were in a suit against a contractor that did some work in our house back in 2021, I want to say.

Q. Okay. Great. Thank you.

And I want to mark the deposition notice as Exhibit 1.

MS. CARRENO: And, Bonnie, can you share Exhibit 1, please?

Q. (BY MS. CARRENO) Mr. Moo, do you recognize this document?

A. Yes.

MS. CARRENO: And, Bonnie, if you can scroll down to the topics.

Q. (BY MS. CARRENO) And, Mr. Moo, what do you recognize this document to be?

A. I recognize this document to be the scheduled topics to be discussed today during this deposition.

Q. And did you review those topics?

A. I did, yes.

Q. And are you here on behalf of the Archdiocese of Denver for this deposition right now?

A. I am, yes.

Q. And you understand that you are not testifying at this minute in your individual capacity, but in your capacity as a representative for the Archdiocese of Denver; is that correct?

A. Yes. That's correct.

Q. And after reviewing these deposition topics or this schedule of topics, are you able to testify about these topics in the notice?

A. I am, yes.

Q. Are you the best person – or strike that.

Are you the person with the most knowledge concerning the topics in the deposition notice?

A. Yes, I am.

Q. Is there anyone else on any of the topics that would be better able to speak to any of the topics?

A. Possibly, when it comes to questions around the relationship between the Archdiocese and Catholic Charities, the chief operating officer, who I report to directly here at the Archdiocese, would be better positioned to be able to speak on, like, corporate

structure as it pertains to the Archdiocese and Catholic Charities specifically.

But I'm familiar and well-versed enough in that to be able to speak to it, but I would concede his expertise and level of expertise with respect to that topic.

Q. Thank you.

MR. DAVIS: I'm just going to object on the record to relevance. I mean, the witness is prepared to testify within the confines of Rule 30(b)(6) on the topics that you've identified, Virginia.

Q. (BY MS. CARRENO) And what is the name of the person that you referenced?

A. Mr. Keith Parsons.

Q. And what did you say his title is?

A. He's the chief operating officer at the Archdiocese of Denver.

Q. And do you have full authority to speak on behalf of the Archdiocese with respect to the deposition topics today?

A. I do, yes.

Q. Are you aware that answers you give to my questions will be binding on the Archdiocese?

A. Yes.

Q. And, again, with that in mind, you're fully prepared to speak to each of the topics in the deposition notice?

A. Yes. I'm fully prepared.

* * *

Q. Where did you go to high school?

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A. I went to high school at Santa Clara High School in Oxnard, California.

Q. And where did you go to college?

A. I went to the University of Notre Dame in South Bend, Indiana.

Q. Did you get – excuse me. Strike that. Did you obtain a degree from your college?

A. Yes. I received a bachelor's degree and then, a few years later, two master's degrees, also from the University of Notre Dame.

Q. What was your bachelor's degree in?

A. It was a double major in sociology and theology.

Q. And what were your master's degrees in?

A. My first master's was a master's in education, with a focus on elementary education. My second master's was a master's in educational leadership.

Q. Do you have any certificates, professional certificates?

A. Probably. Again, I can't think of any right now that come to mind.

Q. Okay. That's fine. What about any professional licenses?

A. I don't currently hold any professional licenses.

Q. Are you married?

A. I am, yes.

Q. And what is your spouse's name?

A. Her name is Claudia.

Q. Same last name?

A. Yes.

Q. Are you – have you ever been divorced?

A. No.

Q. Do you have any children?

A. Yes.

Q. What are the names and ages of your children?

MR. DAVIS: Objection to relevance.

Do we need the names of the children on the public record, Virginia?

Q. (BY MS. CARRENO) Can we get ages of the children, the number of children and the ages? I don't need their names.

MR. DAVIS: You can answer.

A. I have five boys. Their ages are 10, 8, 6, 4, and 2.

Q. (BY MS. CARRENO) Any other dependents besides your children?

A. No.

Q. I want to talk a little bit about your employment. So where are you currently employed?

A. Currently employed by the Archdiocese of Denver.

Q. What is your current job title?

A. My title is superintendent of Catholic Schools.

Q. How long have you had that title?

A. Five years and – gosh – ten months.

Q. When did you start working for the Archdiocese of Denver?

A. In February of 2018, on a part-time basis, and full-time starting July 2018.

Q. And who do you report to in your position with the Archdiocese of Denver?

A. I report to – well, first and foremost, the Archbishop of Denver, Archbishop Samuel Aquila. He has delegated some supervisory duties over me to his chief operating officer, Mr. Keith Parsons.

And I also report to the vicar-general for the Archdiocese, Father Randy Dollins.

Q. What is your job description as superintendent of Catholic Schools?

A. As the delegate of the archbishop to the Archdiocese of Denver Catholic Schools, my job is to carry out his episcopal duties to teach, govern, and sanctify, as laid out in Canon Law as his duties and responsibilities, to carry that out on his behalf to the Catholic schools and within the geographic boundaries of the Archdiocese of Denver.

So primarily that's through providing direction, supervision, alongside parish pastors who oversee parish schools with their principals, and do development of policy and strategy for schools.

Q. When you say "direction," who do you direct?

A. I direct the – well, first, the Office of Catholic Schools, which is the group here at the Archdiocese that I directly supervise and manager, and then also the school principals, who I co-supervise with parish pastors at our parish schools.

Q. And when you say “supervision,” is that the same – do you mean the same as direction, or do you supervise the different individuals that you just described?

A. We use supervision in – yeah, directing would fall under supervising, but supervising would also encompass evaluating the performance of our principals and of our schools, ultimately.

Q. And who do you directly supervise?

A. As I noted, I directly supervise the members of the Office of Catholic Schools team here at the Archdiocese. It’s a total of five individuals.

And then I also directly supervise the four school leaders of the four Archdiocesan schools that we directly oversee, two high schools and two K-to-8 schools.

And then I also directly supervise seven school principals, again alongside their school pastors. The other school principals are supervised by the other superintendents in the Office of Catholic Schools. Those superintendents I directly supervise.

Q. How many other superintendents are there that you supervise?

A. There’s three others.

Q. What are the seven schools that you directly supervise?

A. Again, that’s testing my memory here. All Souls Catholic School, Annunciation Catholic School, Frassati Catholic Academy, Blessed Miguel Pro Catholic Academy, Bishop Machebeuf High School,

Our Lady of Fatima, and St. John the Baptist Catholic School.

Q. Who supervises St. Mary's, St. Mary's of Littleton? I believe there are two St. Mary's.

A. Yeah. If I recall correctly, that would be our assistant superintendent, Abriana Chilelli.

Q. And who supervises Wellspring Academy of St. Bernadette?

A. If I'm recalling correctly, it would be her as well.

Q. Can you repeat her name for me again?

A. Yes. It's Abriana.

Q. Can you spell that?

A. Yes. A-b-r-i-a-n-a.

Q. And what is her last name?

A. Her last name is Chilelli, C-h-i-l-l-e-l-i (sic).

Q. Thank you. And when you say that you and the other three superintendents supervise Catholic schools, does that include high schools and middle schools as well, or what does that mean?

A. Yes. It includes the two Archdiocesan high schools that we have. We don't have any stand-alone middle schools. Outside of our two Archdiocesan high schools, all other schools that we have are either Pre-K through 8th grade schools or stand-alone preschool programs.

Q. Are there any – are there any stand-alone preschool programs?

A. There are, yes.

Q. What are those stand-alone preschool programs that are within the Archdiocese Catholic schools?

A. Yeah. The – there's three or four of them. St. Joan of Arc Preschool; Holy Name Preschool; St. Michael Preschool; Most Precious Blood Preschool. Those are the four that I'm recalling right now are the stand-alones.

So, in other words, they operate separately, whether because they don't have a K-to-8 program or just have a separation between their programs in terms of leadership structure.

Q. And what about the rest of the preschools? If they're not stand-alone, how do they operate in conjunction with the rest of the school?

A. Yeah. They're just – they're one of the tracks that are available for families in the parish school program, so they'll go from preschool through 8th grade.

Q. Do those schools that are not stand-alone have their own policies?

A. I'm sorry. Can you repeat that question again?

Q. Sure. So the schools that are not stand-alone preschools, but operating in conjunction with the rest of the school, do they share things like policies and handbooks with the rest of the school or do they have their own?

A. Yes. So those preschool programs are part of – the K to 8 or a Preschool-to-8 program all have the same policies, operate by the same policies and systems.

Q. What would you say that your role is within the Archdiocese, beyond what you've already described? answered.

MR. DAVIS: Objection. Asked and answered.

But you can answer, if you can.

A. I suppose the other thing I would add is one of my primary areas of responsibility, on behalf of the Archbishop of Denver, is to supervise and direct, especially when it pertains to the matters of faith and morals in doctrine.

And so my interaction with schools also centers around the way that our schools carry out the Catholic mission and charter for schools, for our schools here.

Q. (BY MS. CARRENO) Have you had any other jobs within the Archdiocese, other than superintendent of Catholic Schools?

A. Have I had any other jobs? Is that what you asked?

Q. Have you had any other positions or titles within the Archdiocese?

A. Yes. Prior to becoming superintendent, I was a principal at St. Rose of Lima Catholic Academy in Denver.

Q. How long were you in that position?

A. Four years as principal there.

Q. And prior to being a principal at St. Rose, what was your job before that?

A. I was an assistant principal for two years, also at St. Rose of Lima.

Q. And what about before being assistant principal?

A. I was a teacher, classroom teacher. And all I've known professionally, up to my job at the Archdiocese, was at St. Rose of Lima at Denver.

Q. How many years did you work at St. Rose?

A. Starting in 2007 to 2014. I'm sorry. 2018. Excuse me.

Q. According to some of the pleadings and some of the information exchanged in this case, it sounds like you're moving to Oregon. Is that correct?

A. Yes, that's correct.

Q. When are you moving to Oregon?

A. We are beginning to relocate on December 5th.

Q. And what are you going to be doing in Oregon?

A. I will be director for Catholic education at the Archdiocese of Portland.

Q. Do you know who will be taking over your current role yet?

A. I do not know.

Q. Do you have any idea when that decision will be made? Or where is that – where is that process, if you know?

A. Yeah. It's in the – it's in process. What I know is they're hoping to have a new superintendent named by the middle of December, if not by the first of the new calendar year. That's a rough timeline.

Q. Will you be in the Denver area December 19th, 20th, and 21st?

A. Yes. I've made arrangements to be present on those dates.

Q. Okay. So I just want to back up a little bit. I know we started jumping into talking about your position as superintendent of Catholic schools, but I'm hoping that you can give me a little bit more information about the Catholic Archdiocese of Denver in general.

What is the Catholic Archdiocese of Denver?

A. If you could clarify if you mean in terms of geographic area. What precisely were you looking for here with respect to what makes up the Archdiocese?

Q. So is the Catholic Archdiocese a corporation? Is it a nonprofit? What is it?

A. Yeah.

MR. DAVIS: Objection to the extent it calls for a legal analysis.

But you can answer otherwise.

A. Yeah. The Archdiocese of Denver is a corporation. I wouldn't be able to tell you what kind of a corporation at this point. But it's run by the Archbishop of Denver, who is the corporate sole of the Archdiocese of Denver.

Q. (BY MS. CARRENO) What is the mission or purpose of the Archdiocese of Denver?

A. The Archdiocese of Denver exists so that in Jesus Christ all might be rescued and have abundant life for the glory of the Father.

Q. And what is the geographic region of the Archdiocese of Denver?

A. Yeah. To the best of my understanding, the Archdiocese of Denver extends from the state border with Wyoming, down to County Line Road. Goes east to the state border with Kansas, northeast to the state border with Nebraska, and then goes west to the western border. But then there's a cutoff at some point around – just north of Grand Junction.

Again, that's a really kind of rough boundary line for you there, but hopefully that gives a sense of the geographic span there.

Q. Who is the head of the Archdiocese of Denver?

A. The Archbishop of Denver.

Q. And you said that is the Reverend Aquila?

A. Yes. Most Reverend Samuel Aquila, yeah.

Q. How did the Most Reverend Aquila get that position?

A. He was appointed as such by the Holy Father. At the time that was Pope Benedict the XVI.

Q. Who does the archbishop report to, if anyone?

A. That's a good question. Probably the pope. That would be the primary person that he reports to.

Q. And what is the archbishop's role?

A. According to Canon Law, he has a threefold role, and that's to teach, govern, and sanctify over the church that he has been given authority of.

Q. Does the Archdiocese have employees?

A. Yes.

Q. How many employees are employed by the Archdiocese?

A. Again, I don't know that I could give you a firm number, but ballpark, it's probably around 125 to 130 employees, give or take. But that's – yeah, that's not a concise number. I'm sorry.

Q. Okay. And what type of employees make up the Archdiocese generally?

MR. DAVIS: Objection to the form. It seems vague.

But if you understand the question, you can answer.

A. Yeah. And maybe you can help me out in terms of – yeah. Could you – or could you rephrase the question? What do you mean, what type of employees?

Q. (BY MS. CARRENO) Yeah. So are the employees – well, let me back up.

So where is the Archdiocese of Denver located?

A. 1300 South Steele Street in Denver.

Q. And do the employees work at that location or do they work in various locations?

A. Yeah. They're – for the most part, the employees are based out of 1300 South Steele Street.

Q. And are these employees office employees? Or I'm just trying to get a general idea of the makeup of the different types of employees that work for the Archdiocese.

A. Yes. Generally, they're office employees. I think some of the employees will travel across the various different parish communities within the Archdiocese of Denver territory to provide services and support for pastors and their teams.

But for the most part, I would say the great majority of our office employees office here at the headquarters.

Q. And who hires and fires those employees?

A. Yeah. There's – obviously, there's the chief operating office who oversees the Archdiocese of Denver Pastoral Center Management Corporation and then there are heads of departments.

There's various departments. So the Office of Catholic Schools is one of the departments, for example. And so the authority over those departments is delegated to the heads of the various departments. Those heads report to the chief operating officer.

So, yeah. So there's some lines of authority, a chain of command that's built in that way.

Q. Does the Archdiocese require that all Archdiocese employees be Catholic?

A. No. I do not believe that that's a requirement.

Q. Under what circumstances, if any, does the Archdiocese require employees to be Catholic?

A. Under what circumstances, you asked?

Q. Yes. Under what circumstances, if any, does the Archdiocese require its employees to be Catholics?

A. Yeah. I think if there is – if there's a requirement, it probably comes with roles or positions that have to do with the defense of doctrine, of faith.

So anything that would require an employee to have not just a full understanding of church teaching, but also be able to model and witness to the Catholic faith as part of their job responsibilities would

certainly, I think, be – result in some sort of a requirement for an employee or prospective employee to be Catholic.

Q. Would you say that most employees are Catholic?

A. Yes.

Q. If employees aren't necessarily required to be Catholic, are they required to be Christian or to identify as religious more generally?

A. No. I've not seen that as a requirement. If there is – if there's a bottom line, it's that any employee is going to abide by the teachings of the Catholic Church and not do anything in their professional or even their public and private life, outside of their professional work and life, that would be a cause of scandal or would be a promotion of something that goes or is contrary to church teaching.

Q. And so can you give me some examples of what types of roles would have to do with, I think you said, the defense of doctrine?

A. Yeah. So, for example, if you're going to work in the tribunal here at the Archdiocese of Denver, the tribunal is the canonical legal arm of the Archdiocese.

And so I would imagine that – again, not directly overseeing that department, but knowing what they do, I would imagine that for someone to be employed in the tribunal, they would have to have not just a full understanding of Canon Law, but also be a Catholic that's living in communion with the church, precisely because the tribunal handles matters and disputes that deal with being able to – or the extent to which people or situations are following church law.

Q. And for those positions where being Catholic or having an understanding of Canon Law would be required, how does the Archdiocese verify that?

MR. DAVIS: Objection. Calls for speculation.

But you can answer, if you know.

A. Yeah. I would not – I wouldn't be able to tell you. Again, not being directly involved with the hiring of employees for the tribunal, I don't know what process they follow.

Q. (BY MS. CARRENO) Are you involved in the hiring and firing of any employees?

A. Yes. The employees of the Office of Catholics Schools and –

Q. Sorry. Go ahead.

A. – and also supporting pastors in the hiring and firing of school principals.

Q. And are any of the employees that you hire and fire required to be Catholic?

A. No.

Q. So none of those employees are required to be Catholic?

A. Of the ones that I am directly involved with, no.

Q. Okay.

A. I'm sorry. Can I clarify that? I misspoke.

Q. Sure.

A. So, yeah. So the associate superintendents and the principals are required to be Catholic. There are other employees in the Office of Catholic Schools that are not required to be Catholic.

But specifically for the superintendents and the principals, there is a requirement to be Catholic.

Q. Okay. And so for those employees that are required to be Catholic, how do you verify that?

A. Yeah. The job description has, as one of the requirements for eligibility for employment, that they must be a Catholic in good standing.

Typically, we ask for a letter of reference from, for example, a pastor at the parish where they attend to be able to attest to their involvement or another letter of reference and recommendation.

So we ask them to furnish something that would be able to show that they are Catholics in good standing with the church.

Q. What does that mean, to be a member in good standing?

A. That they're living out the precepts of the Catholic Church according to the church's teachings. So, for example, going to Mass on Sundays, attending Mass during Holy Feasts and Days of Obligation, living a sacramental life.

But we also – a Catholic in good standing would also be someone who is actively living as a disciple in Jesus Christ in their work and in the world.

Q. What does that mean, being a disciple of Jesus Christ?

A. Someone who lives out the Gospel of Jesus Christ, so Jesus' teachings. And so someone that gives witness to that, someone that, again, is actively practicing their faith and by that, right, according to the Catholic Church's teachings and precepts.

And also someone that is able to articulate, as a part of their witness, and give testimony to their relationship with Jesus as manifested through prayer life or through their world view.

Q. And so it sounds like there are some circumstances where the Archdiocese might hire individuals – well, let me strike that. Let me just ask a question.

Are there any circumstances where the Archdiocese will hire individuals who disagree with the Archdiocese view about sexual orientation or gender identity?

MR. DAVIS: Objection to the extent it calls for speculation.

But you can answer, if you know.

A. Yeah. Intentionally, probably not. Could a candidate present themselves and apply for a position and withhold that they disagree with the church's teaching on sexual – on sexuality? Yeah, that's possible. But, yeah. Yeah. That's the best I could offer on that, though.

Q. (BY MS. CARRENO) And that would be the same for individuals that aren't required to be in good standing or Catholics in the way that you just described?

MR. DAVIS: Same objection.

But you can answer, if you know.

A. Yes. Yeah. I suppose it could be the same. Again, the application and interview process only goes so far. And so there could be – again, there could be situations or scenarios where an employee would

withhold their lack of belief or their opposition to church teachings on certain topics.

Q. (BY MS. CARRENO) So you described some of the positions, I think associate supervisors and principals, where employees would be required to be Catholic.

Can you give any examples where employees wouldn't be required to be Catholic?

A. Yeah. School teachers are not required to be Catholic. Some of the other ancillary roles in a school setting. Cafeteria managers, custodians, maintenance, teacher aides, I think those would all be examples of roles where there isn't necessarily a requirement to be Catholic.

Q. If they're not required to be Catholic, would there be any expectations about their agreement with the Catholic Church generally?

A. Yes. Yeah. For all those employees, there's an expectation that they would not carry themselves, promote, or conduct themselves in school, out of the school setting, in their public and private life, in a manner that is contrary to the church's teaching.

All employees are asked to sign agreements that state that they understand that, and prime of which is our Statement of Catholic Community Beliefs and Commitments that all employees are asked to sign as part of their work agreements.

Q. And that would be true for I think you mentioned maintenance workers. That would be true for employees that are not maintenance workers as well?

A. Yes.

Q. Has the Archdiocese ever hired an employee who expressed disagreement with its views about sexual orientation and/or gender identity during the interview process?

A. I can't think of a situation like that. So at least in my experience with hiring of employees, I have not come across that, no.

Q. Would that be something that would be permissible?

MR. DAVIS: Objection to the extent it calls for speculation.

But you can answer, if you know.

A. Would it be permissible to – I'm sorry – to hire someone that would not – or that has disagreements with church teaching?

Q. (BY MS. CARRENO) Yes.

A. Yeah. Again, I can only speak for myself in my role and capacity as superintendent of Catholic Schools, but I believe that this is reflective of the position that the Archdiocese has and that would be the following: That if a prospective employee presents themselves in a manner that demonstrates that they are not willing to abide by or to support the church's teaching, then, yes, they would not be eligible for hire.

Again, even – they don't have to be Catholic – even if they don't have to be Catholic – excuse me – there is still an expectation that they would abide by the church's teaching and not promote anything contrary to the church's teaching.

So if an employee at the outset is, whether verbally or otherwise, demonstrating that they're not willing to

abide by or carry themselves in a manner that is consistent with church teaching, then yes, they would not be eligible for employment.

Q. And that would be for all employees?

A. Yes. Yep. Yep. For all employees, I would say. Again, I think it's – this is something we have delineated in our work agreements and the documents that we have all employees sign.

Q. I believe in the amended complaint that was filed in this case, it says that the Archdiocese is made up of 148 parishes; is that accurate?

A. Yes.

Q. And 36 schools?

A. Yes.

Q. And in the complaint, it says that there was 148 parishes and 38 schools under the care and direction of the Archdiocese. What does that mean?

MR. DAVIS: Objection. I think that misstates the complaint.

Did you say 38 schools, Virginia? MS. CARRENO: I'm sorry. I misspoke.

Q. (BY MS. CARRENO) So 148 parishes and 36 schools. What does it mean that there was 148 parishes and 36 schools under the care and direction of the Archdiocese?

A. Yeah. So those parishes are given a pastor, and that pastor is the corporate sole of those parishes. Canonically, according to church law, that pastor is appointed by the Archbishop of Denver to exercise the archbishop's authority and duty, again, to teach,

govern, and sanctify over that particular parish community.

And so the archbishop ultimately is the one directing, and he exercises that direction through his priests, through the pastors specifically, who he appoints to oversee those parish communities.

So while the parishes themselves exist as individual corporate soles, the pastors, nonetheless, report to the archbishop. And the archbishop is directing and instructing his pastors, and then through his pastors, to the faithful of the parishes.

Q. And did you say the archbishop appoints those pastors?

A. Yes.

Q. And if I'm not using the right terminology, I apologize, but who would fire those pastors?

A. Yeah. It would be a removal of the pastor, and that would also fall to the archbishop, ultimately.

Q. Who has decision-making authority for the Archdiocese?

MR. DAVIS: Objection to the form.

But you can answer, if you understand.

A. Yeah. If you can clarify. Who has decision-making authority over the – over what specifically?

Q. (BY MS. CARRENO) Who has decision-making authority for the Archdiocese over the preschools?

A. The – so the first line would be the pastors. So the preschool programs operate as ministries of parishes. And so the pastor would be the authority that has the ability to, again, run and operate his

program as he sees necessary and best fit. He cooperates and hires a preschool director or a school principal, right, to administer the day-to-day.

But at the end of the day, the authority lies with the pastor of the parish where the preschool program is located.

Q. Okay. And you had described a geographic area that sounds really large for the Archdiocese of Denver, but mentioned that there's only 36 preschools.

Does every – does that encompass all of the Catholic preschools within the geographic area that falls in the Archdiocese of Denver?

A. Yes. That's right.

Q. Is every Catholic Church in that geographic area required to be a member of the Denver Archdiocese?

A. Yeah. I guess I wouldn't say it's a requirement as much as that's just how – that's how it's set up canonically. So yes.

So in short, every parish is – that holds the Catholic name is under the jurisdiction of the Archbishop of Denver and the Archdiocese of Denver.

Q. Okay. How does the church become or parish become a member of the Archdiocese?

A. So, yeah. I guess I wouldn't look at it in terms of membership in perhaps the way you're suggesting.

Churches are erected by the archbishop, ultimately. So it's not like there's a community of faith that all of a sudden says, We want to be Catholic and can we be admitted? There doesn't exist a mechanism, to the best of my understanding, such as that.

But if there is a well-known need for a parish community to be erected, then the archbishop would establish it as such through decree, through a canonical decree, which then allows a church, a Catholic Church to begin with – alongside the appointment of a pastor, as well, to be able to oversee it.

Q. Thank you. What do you consider an Archdiocesan school?

MR. DAVIS: Objection. Misstates – or assumes facts not in evidence.

But you can answer, if you can, Elias.

MS. CARRENO: And I can clarify.

Q. (BY MS. CARRENO) So when I say an “Archdiocesan school,” I’m referring to the Archdiocese of Denver’s Archdiocesan school.

A. Yeah. So for policy, a school is considered an Archdiocesan school or a school of the Archdiocese of Denver, again, if it is a school that is running out of a legitimately established parish or is a legitimately established school as decreed as such by the Archbishop of Denver.

So we have, in our school portfolio in the Archdiocese of Denver, really kind of two buckets, if you will. We have parish schools, so schools that serve as ministries of parishes.

And then we have regional schools that have been erected not attached to a parish, but erected by the archbishop to be able to serve the faithful as Catholic schools. So those are the two consorts that we have, but all of them would be considered Archdiocese of Denver schools, ultimately.

Q. So the 36 preschools that you identified, are those parish schools or are those regional schools?

A. There's only two that are regional schools of that group. The rest are parish schools.

Q. Which ones are regional schools?

A. That would be Frassati Catholic Academy and Blessed Miguel Pro Catholic Academy.

And to be clear, those are K-to-8 schools – Pre-K-to-8 schools – excuse me – that have a preschool program there.

Q. And then the other 34 are parish schools? Did I say that correctly?

A. That's correct.

Q. So do – are all 34 preschools associated with a specific parish?

A. Yes.

Q. What about St. Mary's Academy in Cherry Hills? Is that school a member of the Archdiocese?

A. Not – they are not considered an Archdiocese of Denver school. They are an independent Catholic school and they have been given permission to use the Catholic name by the decree of the archbishop many years ago. I don't know exactly when. But they are not – they are not part of the Archdiocese of Denver Catholic schools.

Q. And so you said you consider them an independent Catholic school?

A. Correct.

Q. And that is different than the parish schools and the regional schools?

A. Correct.

Q. What is an independent Catholic school then?

A. Yeah. It's a school that is governed completely by whether a religious order or a board of – a lay board of trustees, where the Archdiocese – they don't – they're not required to abide by or comply with the rules and regulations of the Archdiocese of Denver that we have for schools, except for, again, those areas of faith and morals that are proper to the church and to the Archdiocese oversight even over those independent schools.

Q. And so does the Archdiocese have oversight over those independent schools?

A. Yeah. Not – again, not in terms of day-to-day operations of the school or even in terms of the strategic decision-making of the school finances. None of that is where the Archdiocese has any oversight.

But church law has set up the bishop to have oversight over any – any entity that holds the Catholic name officially and that oversight, again, is in areas in matters of faith and morals doctrine.

Q. Is St. Mary's one of those 30 – I'm sorry – St. Mary's of – St. Mary's Academy in Cherry Hills, is that one of the 36 preschools that Plaintiffs have identified as an Archdiocese preschool?

A. No, it's not.

Q. Are there any other independent Catholic schools in the Archdiocese of Denver's geographic region?

A. And to clarify, with preschool programs or just in general?

Q. Just preschool programs.

A. There is – I believe there is one other. Escuela de Guadalupe is another independent Catholic school that I believe has a preschool program. I can't say that with 100 percent confidence, but I believe that to be the case.

Q. And were either of these schools given any instructions or directions about the Universal Preschool Program –

A. No.

Q. – by the Archdiocese of Denver?

A. No. Not – no, not directly. They could have received communication from us, as they are part of the email list, if you will, that we have, but we never directly reached out to them to instruct them or direct them in the same manner that we did the 36.

* * *

Q. (BY MS. CARRENO) Welcome back, Mr. Moo. Can you still hear me okay?

A. Yes, I can. Thank you.

Q. And I just want to confirm. Am I pronouncing your last name correct?

A. Moo is the proper pronunciation. Yep.

Q. Apologies. As I said it, I just remembered that maybe you said it differently when you introduced yourself. So apologies, Mr. Moo. I have probably been mispronouncing your name all morning.

A. No worries. I get it all the time.

Q. We talked a lot about the Archdiocese generally, but I believe that you said your position is within the Office of Catholic Schools; is that correct?

A. Yes. That's correct.

Q. What is the Office of Catholic Schools?

A. Yeah. The Office of Catholic Schools is the department that, on behalf of the archbishop, oversees the – and supervises the Catholic schools of the Archdiocese of Denver.

Q. What does that mean, that the Office oversees and supervises the Catholic schools within the Archdiocese?

A. Consistent with our policy, again, that falls, kind of, in a few buckets. One, it's a policy guidance, policy determination for schools, the evaluation of school principals, alongside school pastors, curriculum, and also and especially most importantly, I would say matters of faith and morals.

So ensuring that schools are adhering to the church's teaching in all aspects of the school program.

Q. How does that oversight and that supervision work? Are you physically present at the schools or can you tell me a little bit more about that?

A. Sure. Yes. We – yeah. We do conduct visits of the schools, "we" being myself and the three assistant associate superintendents that we have.

We also have – just to offer a correction of something I said a little bit earlier, we also have a regional director that functions as an associate superintendent. I don't think I mentioned that role earlier.

But they – again, they carry out the duties of an associate superintendent, but we have them in a regional capacity overseeing schools in the north.

But all five of us, that would be, visit schools. We are in communication with school pastors. We engage in a twice-a-year evaluation of the school principal and the school program, alongside school pastors.

And then there's – yeah. Then there's informal communication happening with them throughout the course of the academic year, as well as informal visits that are taking place as well.

Q. In one of the declarations that you filled out for this litigation, you had said that the Office of Catholic Schools requires Archdiocese schools to use a statement of community belief when entering into employment contracts.

Can you tell me what you meant by requiring? How does the Office require Archdiocesan schools to do this?

A. Yeah. So, again, policy is one aspect of our work. And one of the elements of the policy that we direct with and on is employment agreements.

So all our Archdiocese of Denver Catholic schools are using standardized work agreements, teacher contracts, we call them, for teaching positions; at-will agreements for non-teaching positions.

And those agreements all contain that Statement of Catholic Community Beliefs and Commitments. So our policies are decreed by the Archbishop of Denver and, thus, they become, kind of, in the church world, they become particular law, is how it would be described. So binding, if decreed as such by the

archbishop, binding over all parishes and in this instance, schools as well.

Q. How does the Office require the schools to do those things, though?

MR. DAVIS: Objection. Asked and answered.

But you can answer, if you can.

A. Can I clarify? Are you asking how do we – how do we ensure that they're completing the templates out and the forms? Is that what you're getting at?

Q. (BY MS. CARRENO) Yes. Yes. I believe you said what they are required to do, but I'm asking how you require they actually do that.

A. Yeah. Yeah. We're not – we don't actually see them physically doing it. We distribute the documents. We conduct audits every so often during official visits and that's one way, you know, to guarantee or ensure that certain things are happening, such as, you know, the Statement of Catholic Community Beliefs being distributed and signed by employees.

But we're not asking for copies to be sent to us. But we expect our professionals to be professional and, in particular, our leaders to exercise their leadership and comply with the directive. So we leave it to them to ensure that that happens.

Q. What would happen if, during one of the audits, you realized that one of the schools was not taking the actions that are required? Would there be any sanctions or any recourse that would happen?

MR. DAVIS: Objection to the extent it calls for speculation.

But you can answer, if you can.

A. Yeah. If there was a situation like that, yeah, we would go through a process of identifying what failed, why didn't it happen, having conversations with the leadership, the principal first or the preschool director, and then ultimately the pastor as well.

But we would engage and ensure we could exhaust kind of typical means at the local level, before we get into anything like disciplinary, for example.

Q. (BY MS. CARRENO) And would the Office have authority to take disciplinary action?

A. With respect to the parish schools, we would – we would have to be in lockstep with the pastor of that school.

So we could not, for example, unilaterally come in and terminate a principal at a parish school. The pastor would have to be onboard and be willing to sign off.

So we would – again, this is why the communication with the pastor would be really important for us to ensure we're on the same page.

But in the case of parish schools, we are – no. We just can't come in and say – or terminate an employee, for example, in a leadership role without their support and cooperation.

Q. But, ultimately, the archbishop has authority over the pastor; is that correct?

A. Yes.

Q. And I think you mentioned that you supervised the principals, alongside of the pastor; isn't that correct?

A. That's correct. Yes.

Q. You had talked about, when we were talking about the Archdiocese generally, some of the employees that you would be responsible for hiring and firing.

Is the Office of Catholic Schools involved in hiring or firing decisions within the preschool?

A. No. Not within a preschool program. Again, our primary line of authority is through school leadership roles.

And so let me – let me take a step back and clarify here. So I might go, again, to the two structural situations that we have in the Archdiocese of Denver Catholic schools.

So, again, we have four regional schools, then we have the other parish schools, right?

Starting with the four regional schools, that is – for example, if we run into a situation or scenario where the leadership or teachers there are not complying with policies or – or have carried themselves out or done something that violates policy that would result in, let's say, termination, we do have authority there to come in and to tell the principal, in those four regional schools, to move forward with termination of employment.

In the parish schools, it does not work that way. So in the parish schools, the – again, we lead through – alongside pastors and then, ultimately, through the school leadership. And so it falls to the pastor of that parish, and the school leader of that parish school, oversight for their preschool program.

So we would not be involved in any matters pertaining to that preschool program at that point,

again, unless it surfaces through a pastor and they want to – they want to consult with us. But we’re not directly involved in how they go about their day-to-day operations at their preschool programs in a parish school context.

Q. But you would be – when I say “you,” I mean Office of Catholic Schools – would be involved in those types of decisions for, I believe you said the four regional schools; is that correct?

A. That’s correct. Yes.

Q. If the Archdiocese learned that one of the parish schools hired a same-sex individual for a teaching position within that parish school, would the Office of Catholic Schools make any recommendations or take any actions?

MR. DAVIS: Objection. Calls for speculation.

Also, Virginia, do any of your topics in the 30(b)(6) notice get at employment? I’m not sure I saw that.

MS. CARRENO: Yeah. I’m still just trying to figure out the structure, role, and authority of the Catholic Archdiocese of Denver and the different relationships between the parishes and schools and the preschools, which is Topic Number 1.

MR. DAVIS: Okay.

A. Yeah. So just to restate the question, then, to my understanding, if we caught wind or found out that there was an employee who – or a same-sex attracted person working in our schools, if we would intervene, if we would do something there? Was that the question?

Q. (BY MS. CARRENO) Yes.

A. Yeah. If it was brought to our attention, yeah. We would – we would discuss it with the pastor, but we would want to figure out exactly what was involved.

So to be really clear, just because someone is same-sex attracted does not mean that they're in violation of church teaching. The church teaching itself, I think, is clear that while same-sex attraction is intrinsically disordered, the attraction itself is not sinful. It's the carrying out of a lifestyle that is considered in opposition.

So, again, just the mere existence of someone who has a same-sex attraction would not be a problem at all. But, yeah, if something were to surface and be brought to our attention that – and it could be not just about a same-sex attracted person, it could be a heterosexual person, but they're living in a manner that's contrary to church teaching, then, yeah, we would reach out to the pastor and engage them in a conversation around the extent to which, you know, it's been verified that this is the case.

If someone is persisting, have they been, you know, advised that they're living in a manner contrary to church teaching? Are they intending to persist in that lifestyle? And if so, then, yeah, then there might be some irreconcilable differences that could lead to departing of ways or termination of employment.

Again, it would come down to what a particular situation might be about. But to be clear, just because someone is same-sex attracted, again, does not necessarily mean that they're in violation of church teaching or doing something that goes against their work agreements or their contracts.

Q. Yes. And thank you for that clarification. In the example that you just gave, where the church determined that it was more than a same-sex attraction and actually someone living out a lifestyle that was inconsistent with the church beliefs, and that employee was a teacher in one of the four regional schools, what, if any, action would the Office of Catholic Schools take?

MR. DAVIS: Objection. Calls for speculation.

A. Yeah. We would, you know, first and foremost, follow due process and investigate and identify, again, what is happening. They're, you know, reports, or they're allegations until proven that it's true. And then there is follow-up with the employee and conversation with the employee before disciplinary action.

So, again, I think there would be a process that would be put in place, first and foremost, to identify the extent to which an employee might be in violation of their contract, their work agreement, Statement of Catholic Community Beliefs and Commitments, the church's code of conduct as well, before any decision is ultimately made.

Q. (BY MS. CARRENO) Would the Office have hiring and firing abilities or oversight in that example?

MR. DAVIS: Objection. Calls for speculation.

A. For the four regional schools?

Q. (BY MS. CARRENO) Yes.

A. Yes. Yes, we would.

Q. And can you remind me what the four regional schools are?

A. Yeah. It's Bishop Machebeuf High School, Holy Family High School, Frassati Catholic Academy, and Blessed Miguel Pro Catholic Academy.

Q. And none of those four regional schools are plaintiffs in this lawsuit?

A. Yeah, that's correct. None of the four are.

Q. How many employees are within the Office of Catholic Schools?

A. We have – let me do a quick tally. Including me, there's 11.

Q. Does the Office of Catholic Schools review the internal policies and practices of all 36 preschools?

A. Yeah. So the Office of Catholic Schools Administrator Manual is what directs the Catholic preschool through 8th grade and high school programs in the Archdiocese of Denver.

That Administrator's Manual then also directs what policies the schools put in their own kind of manuals and procedures and handbooks and so forth.

So the expectation is that they would take the policies from the Administrator's Manual and put it into their handbooks, make citations, et cetera. They're able to add policies that they see necessary for their local situation. And then they send a copy of their handbooks to us for recordkeeping.

So we don't go to the extent of telling them, you know, this is missing, that's missing, or inspecting every handbook in a detailed fashion. But, again, per policy, the expectation is that the Archdiocese of Denver Schools Administrator's Manual would be

adhered by and incorporated into their local handbooks and policy manuals.

Q. And I think you said before that for the preschools that are associated with kindergarten and higher education, they're not stand-alone preschools, they would typically have one handbook that would apply to both the preschool and the rest of the school?

A. Yes, that's correct. There might be some nuance that they build in locally that are preschool-specific procedures. Generally that happens because preschools are more regulated than K-to-8 programs, so adult-to-student ratio, things like that, for example. But, yes, largely speaking, they're incorporated.

Q. And when you reference the Administrator's Manual, is that the same as the 1000-Series?

A. Yes, that's correct. The 1000-Series is part of the Administrator's Manual.

Q. Okay. If I could direct your attention to what's going to be marked as Exhibit 2.

MS. CARRENO: Bonnie, if you could share your screen.

Q. (BY MS. CARRENO) Mr. Moo, are you able to see this document?

A. Yes, I can see it.

Q. And do you recognize this document?

A. I do. Yes.

Q. What do you recognize it to be?

A. This is the first policy in our policy manual, the canonical overview, that lays out the archbishop's

authority and rights over Catholic schools in the territory.

Q. And are you able to read the document or do you need it to be a little bit larger?

* * *

Q. (BY MS. CARRENO) And, Mr. Moo, does that document still look like what you had previously said you recognized it to be?

A. Yes. Yeah. And I see the other policies that are in here as well, so thank you for that.

Q. Great.

MS. CARRENO: And, Bonnie, can you go back up to the first page, please?

Q. (BY MS. CARRENO) And, Mr. Moo, is this large enough for you to read or do you need us to make it a little bit larger?

A. Yeah. I can read it. Yeah. Thank you.

Q. So in the second paragraph on this page, it says that "The archbishop has the right to watch over and inspect the Catholic schools within the territory of the Archdiocese, even those established or directed by members of religious institutes."

What is the distinction, "even those established or directed by members of religious institutes"? Can you tell me what that means?

A. Yes. So here it's referring to institutes for consecrated life or religious life. That would be, for example, the Jesuits, the Sisters of Loretto, the Lasallian Brothers.

So these are what are referred to or known in the church as religious orders. They have a rule of life and are primarily overseen by a superior of that religious order.

And so when, for example, priests are ordained at the Archdiocese, they make vows and one of the vows is obedience to the bishop.

Religious orders make vows and they make vows of obedience to their religious order and their local order superior.

So there are religious orders that – of men or women that have a particular, what we call in the church, charism in education, and that charism leads them to run schools, operate schools.

So that's what this is referring to here, those religious orders – or those schools that are run and overseen by religious orders.

Q. Great. Thank you. And so in that description of the Catholic schools within the territory of the Archdiocese, even those established or directed by members of religious institutions, would that include all 36 Archdiocesan preschools?

A. Yes. Yep. That includes all of those.

Q. And then the other types of religious institutes, do any – are there any of those, that we haven't already talked about, that have preschools that would be covered by this document?

MR. DAVIS: Objection to the form. You can answer, if you understand the question.

A. So we spoke about St. Mary's Academy in Cherry Hills. That was originally founded by the

Sisters of Loretto, which is a religious institute, a religious order.

They're no longer in direct oversight, is my understanding of the school, but are, nonetheless, affiliated with that order. So that would be – that would be one that would also, I think, be included within this.

Q. (BY MS. CARRENO) And the next sentence says, "He," the archbishop, "has also the right to issue directives concerning the general regulations of Catholic schools. These directives apply as to schools conducted by members of a religious institute, although they retain their autonomy in the internal management of their schools."

So this would also apply to all 36 preschools?

A. Yes.

Q. And then the other types schools or orders that you described as well?

A. Yes.

Q. Okay.

MS. CARRENO: Bonnie, you can stop sharing the screen now.

Q. (BY MS. CARRENO) What happens if a preschool refuses to follow a directive or other instruction?

MR. DAVIS: Objection. Calls for speculation.

A. And here, to clarify, are you asking about the parish preschools or the regional preschools?

Q. (BY MS. CARRENO) Let's talk about both. So if you could first answer the parish preschools.

A. Yeah. Again, I think it would – it would come down to what exactly is taking place. But it would first lead to conversations with the school pastor to determine the extent to which the pastor is aware of what's happening, of where the noncompliance might be, and what his perspective would be on any noncompliance with directives or instructions.

And then – yeah. And then hopefully that risk is resolved through the pastor ultimately exercising his authority to correct what needs to be corrected.

Q. And then what about the other types of schools? Is that the regional schools?

A. For the regional –

Q. What are they?

A. Sorry. Yeah. For the regional schools, it would be – it would be a little bit more direct. We work with the school leaders there to look into the situation and then would ask the leadership to ensure that everything is in compliance and move to make sure that everything was in compliance.

Q. Great. I want to move on and talk a little bit about the Archdiocese of Denver's relationship or affiliation with Catholic Charities.

So would you be able to tell me, what is the relationship or affiliation with Catholic Charities and the Archdiocese?

A. Yeah. Catholic Charities is the organization under the Archdiocese of Denver that carries out the corporal works of mercy. The corporal works of mercy; feeding the hungry, giving drink to the thirsty, clothing the naked, feeding, sheltering the homeless.

Those are some of the primary functions that – or work – excuse me – that Catholic Charities carries out on behalf of the church here in the Archdiocese of Denver through shelters and food ministries, but also carries out pro life activities on behalf of the Archdiocese and also provides kind of emergency pregnancy support for women, especially single mothers or women who are victims of abuse as well.

So, ultimately, Catholic Charities is the entity that carries out a lot of the social work and social ministry that the Archdiocese has.

Q. And, Mr. Moo, I just want to make sure I understood. Did you say pro life activities? Or what was the –

A. Yes. Pro life. Pro life activities, yes.

Q. Okay. And so you said that Catholic Charities is under the Archdiocese of Denver?

A. Yes.

Q. Does Catholic Charities receive any funding or assistance from the Archdiocese of Denver?

A. Yes. So Catholic Charities does receive an allocation – I couldn't tell you how much – but it does receive an allocation from the Annual Archbishop's Catholic Appeal.

So the appeal is one of the large fundraisers that the Archdiocese has to be able to provide the various different services. And so the charity work of Catholic Charities is one of the aspects of the annual appeal.

Q. And does the Archdiocese exercise any control over Catholic Charities?

A. I'm sorry. Exercise any –

Q. Control.

A. Control. Well, Catholic Charities has a CEO. Ultimately, it is a Catholic entity, ecclesiastical entity. Catholic Charities is considered an ecclesiastical entity of the Archdiocese of Denver, so ultimately subject to the authority of the archbishop.

But, again, I think there are – there's particular layers in the chain of command here. So there's a CEO that oversees Catholic Charities. That CEO is responsible to or reports to a board.

There are – the archbishop, I believe, and the chief operating officer sit on that board. And so the board supervises, oversees the CEO, who's tasked then with the administration of Catholic Charities.

But ultimately, again, in terms of matters of faith and morals, the archbishop is responsible for Catholic Charities as an ecclesiastical entity.

Q. And can you tell me what an ecclesiastical entity is?

A. Yeah. I think it's just a fancy way to say church entity. So, yeah. An organization that exists to provide a service in the church.

Q. Okay. That's a little easier for me to pronounce so thank you.

And, again, apologies if I'm mispronouncing any of the terms. I'm not doing it on purpose. So please correct me if I pronounce anything incorrectly.

A. Yeah. Thank you.

Q. Does the Archdiocese have any hiring or firing authority over Catholic Charities?

A. Yeah. You know, I don't know. I don't know that I could tell you specifically the lines. Now, again, the primary way that the Archdiocese exercises its authority over Catholic Charities is through the board and the board's structure. And then everything else, again, that falls to the ministries of Catholic Charities, ultimately, is at the direction of the CEO of Catholic Charities.

Q. And who appoints the CEO or how is the CEO hired?

A. Yeah. The CEO is appointed by the – is elected by the board, hired by the board of Catholic Charities, ultimately.

Q. And how do members get appointed to the board?

A. Yeah. That's a process I'm not familiar with. I couldn't – yeah. I'm sorry. I can't speak to that.

Q. Okay. And I think that you said the person who might be better able to speak to that is the CEO, Father Dollins; is that correct?

A. No. That would be the COO, the chief operating officer, Keith Parsons.

Q. Okay. Great.

MR. DAVIS: Virginia, is this question about Catholic Charities or is it about the relationship between the Archdiocese and Catholic Charities?

MS. CARRENO: I think it's both.

MR. DAVIS: Okay.

Q. (BY MS. CARRENO) Okay. In your supplemental declaration that you completed in

October, you had said that Catholic Charities are a part of – the preschool programs are a part of Catholic Charities' ministry. What did you mean by ministry?

A. Just to clarify, you're speaking of the Head Start programs?

Q. Yes.

A. Yeah. So the Head Start programs, those are government preschool programs that Catholic Charities extends to the community primarily to provide a service, social service to the community.

So that, again, is I think what we would say is a ministry that they provide, like they provide through homeless shelters or through food lines, for example. So ministries to the poor, work on behalf of the church to the poor.

So, yeah. So that ultimately is, I think, what I was getting at with that.

Q. And I believe, when you were testifying earlier about the Catholic schools, you described those as having educational ministries; is that correct?

A. Yes.

Q. Okay. When you were describing Catholic Charities, you talked about the faith and morals for Catholic Charities. Are those the same faith and morals as the Archdiocese of Denver?

MR. DAVIS: Objection to the form.

You can answer, if you understand the question.

A. If I could clarify. So, yeah. I guess I'm having – I'm a bit confused. So faith and morals – so you're asking my understanding of the – or how I'm using the

term “faith and morals” and if that applies in a similar way to Catholic Charities?

Q. (BY MS. CARRENO) Yeah. So when you were explaining what Catholic Charities was, you talked about faith and morals. And when you were talking about the preschools, you also used the term “faith and morals.”

So I just want to understand whether you’re using the term to mean the same thing or you’re using those differently?

A. Oh, okay. Yes. Thank you for that. Yeah. No. Absolutely. There’s no difference.

Q. I assume that you’re aware that Archdiocese – sorry. Strike that.

I assume that you’re aware that Catholic Charities preschools are participating in Universal Preschool?

A. Yes.

Q. Did the Archdiocese have any conversations with Catholic Charities about them participating?

A. No. And the Head Start programs are not something that we were involved with. Again, they fall out of the realm of the authority of jurisdiction of the Archdiocese of Denver Catholic schools and the Office of Catholic Schools.

Q. And can you repeat that? They fall out of the authority of the Office of Catholic Schools and what else?

A. Yeah. They fall out of the authority of the Office of Catholic Schools, the Archdiocese of Denver Catholic schools.

Q. Do you know or are you aware of whether the Archdiocese itself had conversations with Catholic Charities about participating in Universal Preschool?

A. Yeah. No. I'm not aware of a conversation and, yeah, wouldn't even be able to speculate on whether one took place or not. I was not involved in any conversations with them.

Q. Do any of the 36 Catholic preschools serve low-income families or families experiencing homelessness?

A. I can definitely say that some of our schools serve low-income families. The extent to which they serve homeless families, I wouldn't be able to ascertain for you.

But knowing some of the communities that we have, I wouldn't be surprised if there were families that were homeless that also had their children in our schools.

Q. So why would the Catholic Charities Head Start schools or Head Start programs be different than the Catholic schools preschools?

MR. DAVIS: Objection to the form.

You can answer the question, if you understand it.

A. Well, I guess I would offer this: The Head Start programs are not meant to be religious-based programs. To the best of my understanding, there is – there is no integration of catechesis or theology in the curriculum and they're primarily meant to be childcare, early ed centers for the poor.

And so while there is an educating component, it is devoid of what really we desire and we expect to see in

our Archdiocese of Denver Catholic schools, which is the program that flows from the heart of the church.

That is directly and intentionally offering moments of catechesis and theology instruction, but also that every subject in the school is imbued with a Catholic world view and Catholic religious instruction.

So even math and history and reading, all of that is strong in making connections to the teaching in a Catholic world view, which, again, to the best of my knowledge, is not taking place in any of those Head Start programs.

So, yeah. So I would consider them to be varied and even, perhaps at a fundamental level, very distinct forms of education.

Q. (BY MS. CARRENO) So would you say that faith and morals does not apply to the Head Start programs?

A. Yeah. I don't know if – I don't know if I would go to that length. Because here's the thing.

You know, the church – the church commands us – well, Jesus and the Gospel commands us to go and to serve the poor, to cloth the – to provide these corporal works of mercy. Excuse me.

And that's primarily how Catholic Charities views their Head Start programs, as a corporal work of mercy and as a work on behalf of the church for the poor. And that very much flows from our faith and from our morals. But – so it's – so it's a work that's coming from a point of faith, ultimately.

So, again, I guess I wouldn't go to the extent of saying that faith and morals don't apply, but the way

that the work itself is carried out is fundamentally different.

And so faith and morals aren't taught – perhaps that might be the distinction – in a Head Start program – or would be taught in a Head Start program like they're taught in one of our Archdiocese of Denver Catholic school programs.

Q. And you said that the archbishop held ultimate direction over Catholic Charities; correct?

A. Yes.

Q. Aren't the Catholic Charities preschools located on properties owned by Catholic parishes?

A. Yes. I believe there are some.

Q. And do the Catholic Charities preschools provide children or families with information about any of the Archdiocese parishes or the Catholic faith generally?

MR. DAVIS: Objection to form.

You can answer, if you understand.

A. If I could clarify. So do Catholic Charities – does Catholic Charities provide that information to families in the Head Start programs? Is that the question?

Q. (BY MS. CARRENO) Yeah. That's the question.

A. Yeah. Yeah. I don't know that. I wouldn't be able to tell you if that was happening or not.

What I can tell you is that Catholic Charities offers its services without, you know, a litmus test for faith, right, or without an expectation to want to convert people.

So, yeah. That's all I can offer to that point.

Q. Okay. And I think you may have already answered this already, but just want to make sure I get this. Let me just start over and strike what I said.

Does the Office of Catholic Schools within the Archdiocese have any direction or oversight over the curriculums that are used in Catholic Charities preschools?

A. No. Yeah. We do not have any involvement with that.

Q. Are the Head Start employees required to be Catholic?

A. I do not believe they are, no.

Q. So none of the – or well, strike that.

Are any of the Catholic Charities employees required to be Catholic?

A. No. No. To the best of my knowledge, no.

Q. Are any of the Catholic Charities employees expected to not display public or private behaviors that would be inconsistent with the beliefs of the Catholic Church?

A. Yeah. To the best of my knowledge, I believe that that is the expectation for employees.

Q. Are the Catholic Charities' employees required to sign the same employment contracts as the parish preschools?

A. I do not believe so. I haven't – to be clear, I haven't seen what the work agreement or employment contract for Charities' employees looks like, but I do not believe that they're using the same one.

Q. Okay. In your October declaration, you said, “This charitable ministry of the Archdiocese, like Archdiocese soup kitchens and homeless shelters, does not condition its care for the poor and needy on adherence to Catholic beliefs or an agreement to support and uphold Catholic teachings. Instead, these Head Start and early Head Start programs are open to all families in need, regardless of personal circumstances and seek to help by providing childcare services while parents work to get back on their feet.”

Do you agree with that statement still?

A. Yes, I do.

Q. Does this mean that Catholic schools would refuse to serve the children of needy families if their families disagreed with Catholic beliefs?

MR. DAVIS: Objection to the form. You can answer, if you understand.

A. No. But, again, I think we would – we would have a situation where – so one of the foundations for the work of a Catholic school in the Archdiocese of Denver is, again, to provide an education that supports what the church calls the primary educator of a child, and that being the parents.

And in partnership with parents, to be able to provide an education and a formation that leads them to know and love Jesus Christ and then to discover the vocation that they have been created for.

THE DEPONENT: Sorry. I just got an alert. My battery is dying.

MS. CARRENO: That’s okay. Do you want to take a minute to plug your computer in?

THE DEPONENT: I'm sorry?

MS. CARRENO: Did you need to take a minute to plug your computer in?

THE DEPONENT: No. It's back. It got loose. The connection was loose. So apologies for that.

A. Yeah. So the work of the Catholic Schools is in support of and in partnership with primary educators, with parents, in their, what the catechism of the Catholic Church says is their duty and right to help their children to grow to know, love, and serve Christ and discover their vocation and mission in this world for the sake of the next.

So if families come in good faith to a Catholic school, to one of the 36 Catholic preschool programs – and understand the expectations that the school would have of them and their family, which includes also that they would provide an environment that will be supportive of the aims of the school, then, yeah, they will be admitted.

If a family comes forward and says, Well, we don't agree with the church on X, Y, and Z items, but – and insists that they're not going to instruct their children in a way that's supportive of the church's teaching, then we might, frankly, come into a situation where there would be an irreconcilable difference that would not allow the church's vision for an education to happen, because the family would not be able to enter into a right partnership with the school and give the child a well-founded – or to be able to have the complimentary of the school and the home environment such that the aims that the church has for education are met.

And so, like, it's not a simple yes-or-no answer, unfortunately, because it requires schools to, what we would call discern or, you know, reflect on the extent to which a family's situation might be open to the benefit of a Catholic education.

But is there a hard and fast rule? For example, if there's a family that says, you know, I don't agree on this, that they can't be admitted? No, there's not.

And oftentimes we have found that families who sometimes do come with reticence, maybe they don't disclose it at first, or they say, Well, we're not sure of the church's teaching, but we're not going to undermine the church's teaching, ultimately, and actually discovering it and the value and the truth of it.

And so those are situations that we have had. But yeah. But, again, it wouldn't be an immediate disqualifier. It would have to be something, again, discerned or reflected on by local school leadership.

Q. (BY MS. CARRENO) Great. Thank you for that.

* * *

Q. (BY MS. CARRENO) And, Mr. Moo, I wanted to direct you to the screen.

MS. CARRENO: Bonnie, and if you could share the document that says "Archdiocese of Denver Office of Catholic Schools."

THE REPORTER: Will this be Exhibit 3?

MS. CARRENO: This will be Exhibit 3.

Q. (BY MS. CARRENO) And, Mr. Moo, are you able to see this document?

A. Yes.

Q. And do you recognize this document?

A. Yes.

Q. What is it?

A. Yeah. This document was created as a statement on where our position was with Universal Preschool and the concerns and barriers that we saw – the concerns we had, barriers we saw, to participating in Universal Preschool.

Q. And when you say “we,” what do you mean by “we”?

A. We would be the Archdiocese of Denver.

Q. Who wrote this document?

A. I wrote this document, along with some members of our team here at the Archdiocese.

Q. Who were the other members of the team?

A. Yeah. So this document was primarily written to provide a statement to the Temple Hoyne Buell Foundation, if I’m recalling correctly.

The mission advancement grants writing team here at the Archdiocese collaborated with me on this. They were applying for a grant through the Temple Hoyne Buell Foundation to support a collective of our preschools in the Archdiocese and were looking for a statement on where we stood with UPK.

Q. And what is that grant that you’re referring to?

A. It’s a grant for preschool operations, to help fund preschool operations.

Q. And is the Temple Hoyne Buell – I don't know if I'm saying that correctly – is that who the grantor is for that grant?

A. Yes. Yeah. That's correct. Yeah. The Temple Hoyne Buell, yep.

Q. What is the Temple Hoyne Buell?

A. My understanding is it's a private foundation.

Q. Okay. And when was this written?

A. Gosh. I don't recall the exact time frame. Oh, this must have been – yeah. It was – I want to say, ballpark, February, March. I'm having a really hard time recalling the exact time that we wrote this.

Q. Why was this document needed to apply for that grant?

A. Yeah. My understanding from the grant's team was that Temple Hoyne Buell was asking for – asking the extent to which we intended to or were going to be participating – some of our schools would be participating in UPK. And this is, ultimately, what they submitted in response to that.

Q. And did the Archdiocese receive the Temple Hoyne Buell grant?

A. Well, so the Archdiocese grant's team applied on behalf of a group of preschools. And my understanding is that some of those preschools were awarded a grant. I don't have that list in front of me. But there were some that did receive it, yes.

Q. Do you know which preschools received the grant?

A. There's one I can recall off the top of my head, Annunciation Catholic School. But, yeah, without having the list in front of me, I wouldn't be able to tell you, unfortunately.

Q. Okay. Thanks, Mr. Moo.

This document says that "Our Catholic preschools are eligible to become state-approved local coordinating organizations, LCOs, that can receive the funding to provide the preschool program service to families."

Would you say that that's accurate or what did you mean by that statement?

A. Yeah. At the time – at the time, I believe that was our understanding. At this point, my understanding is that we wouldn't necessarily be able to be LCOs. So I think there was maybe a misunderstanding in the terminology at the time.

So, yeah. So I would say I think there's a different or a refined understanding of what an LCO is.

Q. And you said you can't recall when this document was created?

A. No, again, not the exact time. I can't recall.

Q. Do you know when you learned that that understanding, about the preschools being local coordinating organizations or LCOs – strike that.

Do you know when you learned that understanding, that the preschools could be LCOs, was incorrect?

A. Yeah. That was around May, late May, I believe.

Q. So this was written before May?

A. Yes.

Q. And that's 2023?

A. 2023, correct.

Q. The document also says, in that first bullet, that "There are no religious exemptions in the UPK agreement and it excludes classes operated primarily for religious instruction."

What did you mean by it excludes classes operated primarily for religious instruction?

A. If I'm recalling correctly, that's language that we pulled directly from the agreement itself, I believe. And so are you asking what my – what I would understand to be classes primarily operated – or operated primarily for religious instruction?

Q. No. I'm asking what – that bullet that says that a barrier is that UPK excludes classes operated primarily for religious instruction, I'm asking what you meant by that, what the barrier was.

A. Yeah. So at that point, I think our understanding was that it would be difficult for us to sign the agreement, again, knowing that the majority – most of what is taught in our schools has connection to religious instruction.

So at that point it would be a barrier, certainly, to be able to sign an agreement if our operations – somehow we were going to have to compartmentalize our notion of religious formation as present and prevailing all things in the school, and in the sense that the agreement was pigeonholing, if you will, religious instruction to one period and block of the day.

Q. So you said at that time that was your understanding. Has your understanding changed?

A. No. I don't think so. The agreement hasn't changed so I suppose I would carry the same understanding.

Q. Okay. And if that language doesn't come from the agreement itself, would that change the concern or the barrier?

MR. DAVIS: Object to the form.

But if you understand the question, you can answer it.

A. Yeah. If I could clarify. Are you saying if the – if this language was not in the agreement, would we have a different take?

Q. (BY MS. CARRENO) Yes.

A. On this particular point, possibly, yeah. Yeah. I think so.

Q. So is it your understanding that the UPK program excludes classes operated primarily for religious instruction?

MR. DAVIS: Objection to the extent it calls for a legal conclusion.

But you can answer otherwise.

A. Yeah. It's my understanding – I mean, I think it was also, at the time of the writing of this, that somehow we would be – we would not receive the funding available if – or hours, I guess, that would be eligible for funding – let me restate that.

Hours eligible for funding would be lessened or would be less if we provided religious instruction.

Yeah. So I guess the best way I have to convey what my understanding is, is an example.

So if we have – if we have a four-hour day, and one hour of that is noted as religious instruction, right, that we would only be eligible to receive – our families would only be eligible to receive funding for three hours, right. So that would be a penalty of sorts for the fact that we had religious instruction. I think that would be the – what the understanding is there.

Again, I think the difficulty for us on this point is that for our school programs, four hours of program, I mean, is four hours of, yeah, you know, academic education instruction, if you will, but interwoven with that is a sense of the faith and connection with the Catholic world view, which we would view it – would make us view it as religious inherently.

Q. (BY MS. CARRENO) Do – strike that.

So you're aware that some of the Archdiocese preschools are participating in the Colorado Childcare Assistance Program; is that correct?

A. Yes.

Q. And you're also aware that some of the Archdiocese preschools are participating in the Denver Preschool Program; is that correct?

A. Yes.

Q. Aren't there similar requirements about those programs not paying for religious instruction?

A. Yeah. I believe there are, yes.

Q. And so why would a similar requirement in the Universal Preschool Program create a barrier concern that those other programs did not?

A. Yeah. There is – this was the stated barrier. I think if the other programs also in practice – so I guess I'll say this:

In practice, if the schools that are participating with CCAP or DPP, the Denver Preschool Program, felt that there was something that was limiting their ability to be able to carry out with fidelity the program and the curriculum that was prescribed by the Archdiocese, then, yeah, it would lead, I think, to naturally a rethinking of the extent to which they might be able to participate there.

At this point in practice, there hasn't been that concern and – but that's my understanding. It hasn't been viewed as a barrier in the way that it's been executed upon by those programs.

But with UPK, given the fact that this, coupled with some of the other regulations in the agreement were concerning, we made an interpretation of what the intention was, and that's what we ran with in terms of our understanding here.

Q. In the second bullet, in about the middle of the document it says, "There are questions about the programmatic control of preschool programs."

What were the questions about programmatic control?

A. Yeah. I think here it's referring to, in particular, the way that UPK has been set up, where families apply directly through UPK seeking enrollment, and then families are assigned to particular schools without that school being able to vet families and engage them directly in admissions or the admissions processes.

So that type of programmatic control, if you will, was and is problematic for us as our schools, in order to be able to, again, discern kind of the suitability and the fit of a family with the aims of the school, would not be able to do so in the way that the program itself, the system itself was structured and laid out mechanically.

Q. So is it your understanding that schools are not able to meet with families before those families are enrolled under the UPK program?

A. I'm sorry. Can you repeat that last part?

Q. Under the UPK program?

A. Yes. As far as UPK is concerned, my understanding is that, yes.

Q. And if schools were able to meet with these families in advance of enrollment, would that alleviate some of your concerns that you discussed in this document?

A. Possibly, if also the school had the ability to reject admission if it did come across something that made the school and family situation incompatible.

Q. Okay. In this letter, a little bit further down the page, I think it's the fourth bullet, under "The Impacts of These Barriers Include the Following:" And that second bullet under that section says, "Accommodating part-time toddlers would harm the full-time preschool programs." What did you mean by this?

A. Yeah. I believe that the inclusion of this was to note that perhaps programs had to be open to part-time students as well, and some of our full-time

programs were not in position to open part-time options.

And so I think this is – yeah. This is referring to something that – an understanding in the agreement related to the admission of part-time toddlers to be able to receive the UPK funding for that family.

Q. And if schools did have the ability to designate part-time and full-time spots that was consistent with how the school operates, would that alleviate some of your concerns that you identified in this document?

A. Yeah. On that particular point, yes.

Q. Looking further down the document, the final bullet says that “Catholic preschool programs in the Denver area will likely lose Denver Preschool Program funds.”

Why did you have the concern that UPK would impact Denver Preschool Program funds?

A. Yeah. At the time of this writing, we had an incorrect understanding of the extent to which Denver Preschool Program was going to be impacted by UPK.

Our initial understanding was actually that it was going to be absorbed by UPK. And I think we were – actually, we were interpreting what would have been announced about CCAP, I believe, as also applying to the Denver Preschool Program.

And then later – so, again, also in the month of May, we – it was clarified for us that, in fact, DPP was not going away and that it would be providing back-end funding after UPK was – UPK funding was provided.

So that – the statement here is, admittedly, not accurate. And as I noted, it was something that was clarified to us after the time of the writing of this.

Q. And then – so the very last paragraph where it says, “Without necessary rule changes as noted above, schools may not be able to participate in DPP after this year.”

Was that – is that statement no longer accurate as well, with the new understanding you just described?

A. Yeah. That’s correct. For the time being, schools are continuing to participate.

Q. Okay. Now, I want to share another document with you, which will be marked as Exhibit 4.

MS. CARRENO: Right, Bonnie?

And this will be marked as Exhibit 4. And it’s the February 17, 2023 letter to Governor Polis.

Bonnie, can you scroll all the way to the bottom?

Q. (BY MS. CARRENO) And, Mr. Moo, are you able to see this document?

A. Yes. I can see it.

Q. Do you recognize this?

A. I do.

Q. What do you recognize this to be?

A. This is a letter written to appeal to Governor Polis on the coalition of both private and independent religious schools and organizations that support private education, who together were asking the Governor to assist us in getting some exemptions to some of the regulations in the UPK program and UPK program agreement.

Q. Was this coalition one that existed prior to writing this letter or was the coalition formed to write this letter?

A. Yeah. There is – there is a group, an organization called the Colorado Association of Private Schools, that the majority of the signees of these are on.

And so this – so there was a coalition of sorts. But with the concerns that we all shared on UPK, it expanded to also include some other organizations noted on here.

Q. And the Archdiocese seal is at the top of this letter, with the seals of some other organizations; is that correct?

A. Yes. That's correct.

Q. And your signature or your name is signed at the bottom of the letter; is that also correct?

A. Yep. That's correct.

Q. Who drafted this letter?

A. Yeah. This was drafted by a member of the CAPS, the Colorado Association of Private Schools team. And, yeah, it was drafted by him and then shared with the signees on here for review.

Q. And who is the representative of CAPS that drafted this?

A. His name is Ross, R-o-s-s, Izard, I-z-a-r-d.

Q. Is Mr. Izard an attorney?

A. No. I don't believe so.

Q. What is Mr. Izard's title, if you know?

A. I don't know. I know he does – he's contracted as a consultant and a lobbyist for the Colorado Association of Private Schools.

Q. And you said that the signees also were able to have some input on the letter. So that would have included yourself?

A. Yes.

Q. Did you-all meet to draft this or how was it drafted?

A. No. No meeting. It was all via email communication.

Q. And I know the letter is dated February 17th, but when did you – when did you-all start drafting this document?

A. Yeah. To the best of my recollection, I think this was late January when all this began.

Q. And how did this come about?

A. I'm sorry. Can you repeat that question?

Q. Yeah. You said you think it was late January when this began, but how did all of this begin?

A. My understanding is that it came out of a meeting that was held by the board of the Colorado Association of Private schools. The idea for this ultimately kind of flowed from the CAPS, for short, group. And then Mr. Izard got to work on this in light of the idea generating at a CAPS meeting.

Q. And you said that you had the ability to give input on this letter. Did you make any changes or did you make any edits to the letter?

A. No. I don't recall making or suggesting any revisions or changes.

Q. So does that mean that you, on behalf of the Archdiocese, agreed with the contents of the letter?

A. Yes.

Q. The fourth paragraph of the letter, the last sentence says, "And because the program is closely intertwined with the Denver Preschool Program, some providers are also having to re-evaluate their long-standing participation in that program."

Do you understand what that sentence meant?

A. Yeah. I think it's similar to the point I made on Exhibit 3, that there was an understanding of those of us in Denver, and primarily I think driven by us, that there might be – that some of the concerns we had with UPK came from our understanding of, at the time, DPP being absorbed by UPK.

So Mr. Izard would have been privy to some of the conversation that happened at the CAPS board meeting where that perspective was shared and brought there. So I think that's where that comes from, ultimately.

Q. Has this group gotten together since sending the letter?

A. All the signees together, no. But the members of the Colorado Association of Private Schools meet monthly.

Q. And are you aware of whether any of the groups that signed on to this letter ended up participating in UPK?

A. I don't know if you can scroll down to the bottom. I am pretty sure none of them have.

Yeah. So the only ones that are schools here – or represent schools would be the Hillel Academy, Association of Christian Schools International, Rocky Mountain District Lutheran Church. Yeah. And the Archdiocese, obviously.

I don't know. Yeah. I couldn't – I don't think there's any of these. But to the best of my knowledge, all have remained committed to not participating yet.

Q. Okay. The letter, at the very bottom of the first page, also references what looks like a cut and paste of the statute. It says, "The governing statute mandates that those quality standards include a requirement," and then the statute is cut and pasted. Would you agree with that?

A. Yes.

Q. This letter does not mention this letter of nondiscrimination clause in the UPK agreement; would you agree?

MR. DAVIS: Objection to the form.

If you understand the question, you can answer it.

A. Yeah. I'm sorry. Can you repeat the question?

Q. (BY MS. CARRENO) Yeah. So this letter specifically mentions the statutory requirement that's in the contract, but it does not list the other requirement in the contract that's at issue in this lawsuit; is that correct?

MR. DAVIS: Objection. Assumes facts not in evidence. Lack of foundation.

A. Yeah. Are there other things in the agreement that didn't make it into this letter? That's correct. Yeah.

Q. (BY MS. CARRENO) Okay. So are you aware that the plaintiffs in this lawsuit are challenging this statutory requirement that's here and also another broader nondiscrimination requirement that appears in the Universal Preschool Provider contract?

A. Yes.

Q. And so my question is, why is the second provision being challenged in this lawsuit not a part of this February 17th letter?

A. Yeah. I don't know. This, ultimately, was the way that this was drafted and then the consensus document, right, from the various parties here. So I wouldn't be able to tell you why the other – those other pieces didn't make the cut, if you will.

Q. And you didn't suggest adding that other concern to this letter when you weighed in on possible edits?

A. No. I mean, I think that's – I think what's noted in here felt like it captured, for the most part, our concerns and our position.

Q. And you had reviewed the provider agreement by the time that this letter was sent; is that correct?

A. Yeah. We had – we had seen the provider agreement, yes.

Q. I want to share another document, which is going to be Exhibit 5.

And, Mr. Moo, if I can just back up. You had said that the other concern is not noted in that letter. What did you mean by the other concern?

A. Well, that nondiscrimination language that you were referencing.

Q. Okay. Thank you. And that's the nondiscrimination language in the provider contract –

A. Correct.

Q. – with the broader nondiscrimination provision?

A. Yes. Right.

Q. Thank you, Mr. Moo, for letting me clarify.

And, Mr. Moo, are you able to see the document that Bonnie is sharing right now, that's been marked as Exhibit 5?

A. Yes. I can see it.

MS. CARRENO: And, Bonnie, if you can scroll through.

Q. (BY MS. CARRENO) Mr. Moo, do you recognize this document?

A. I do. Yes.

Q. What is this?

A. It's the slide deck that was used at a meeting that we hosted for our pastors and school leaders of the preschool programs.

Q. And what pastors and what school leaders?

A. Oh, yeah. I don't have the official attendance or roster in front of me, but we invited all the pastors and school leaders, preschool directors of all Archdiocese of

Denver Catholic preschools. I don't recall how many were in person, but we had – we had a number with us here in person and we also had a few join us via Zoom as well.

Q. And who wrote this? Who prepared this document?

A. I prepared this.

Q. Did anyone assist you with preparing this?

A. No. It was shared with counsel, but I don't recall them making any changes.

Q. And so –

MR. DAVIS: We're not going to divulge attorney-client information.

Q. (BY MS. CARRENO) And so the intended audience and recipient of this document was pastors and school leaders of preschools; is that correct?

A. That's correct.

Q. Anyone else?

A. Just them and members of the Office of Catholic Schools team.

Q. And you said this was for a meeting?

A. Yes.

Q. What was the purpose of the meeting?

A. Yeah. It was to provide them an update on where we stood following the January directive to not participate in UPK, to provide them an update on where we stood with potential participation in UPK in the future.

Q. And this is dated May 25th of 2023. Is that when the meeting was held?

A. Yes. That's correct.

Q. I want to direct your attention to the third page of this document. And the second bullet point says that the target is – “one of the targets is to discuss a path towards securing participation and the implications of engaging in this manner.”

Does that participation refer to UPK or what does that refer to?

A. It does refer to UPK, yes.

Q. And what did you mean by securing or discussing a path for securing participation?

A. Yeah. There was still a hope that our preschool programs would be willing to participate in UPK for the sake of families that were looking for a Catholic preschool education.

And so the intent of the work that we have done and continue to do, on behalf of our preschool programs, is to identify ways for securing access to – or participating in UPK without compromising on our religious beliefs.

Q. And this was after the coalition's response for religious exemption was denied; is that correct?

A. Yes. This was after that.

Q. And the Archdiocese believed that there might still be, I think you said a hope that the Archdiocese could still participate; is that correct?

A. Yep. The hope was and continues to be participation for those that want it, yes.

Q. And then if I could direct your attention to page 7. And in the second bullet of the Current Reality references, “The Denver Preschool Program: Nine schools currently participating in DPP receiving a total of \$587,699. Support ranging from 14K to 126K.”

Why was the Denver Preschool Program listed under the Current Reality for this group?

A. Yeah. This is – this is still coming from that point of misunderstanding on the extent to which DPP was being impacted by UPK or absorbed by UPK. In fact, it was actually right after this meeting that we were – that this was clarified for us.

One of our preschool directors brought to our attention that we might have a misunderstanding, and we looked into it further, and that’s where we received clarification.

But up to this point and up to the date of this presentation, we still had this understanding of the Denver Preschool Program.

Q. And so, again, the misunderstanding was that the Denver Preschool Program was being rolled into the Universal Preschool Program?

A. Correct. Yes.

Q. And so that was why the Archdiocese was concerned that it might no longer be able to participate in the Denver Preschool Program at the time?

A. Correct.

Q. This third bullet also says that the current reality at the end of May was that preschool numbers are holding steady despite the current do-not-participate directive. What does that mean?

A. Yeah. We polled our preschools to identify to what extent they had seen enrollment hits because of UPK launching and Catholic preschool programs not participating yet.

And so at the time, there did not seem to be a major hit on enrollment, so that's what this is referring to here.

Q. Did that change at some point?

A. Yeah. I think it depends on the school. I would say at this point, largely, numbers are probably still holding steady. But, yeah. Have we seen a significant change one way or another? Probably not.

Q. I'm sorry. Can you say that last sentence again?

A. Yeah. Have we seen a significant shift one way or another on enrollment numbers to a large increase or a large decrease? No. Probably not.

Q. In that same bullet it says, "Impact on low- to middle-income families," with a – "Impact on low- to middle-income families," with a question mark. What does that mean?

A. One of the real concerns we have had and continue to have is to what extent our low- to middle-income families are going to be able to afford preschool education in a Catholic school, if they so wish to provide their children a Catholic preschool education.

We know that these are usually the ones that are, with many sacrifices, sending their children to our Catholic schools. And our hope was that by participating in UPK, our Catholic preschools would be able to serve many more low- to middle-income families who, you know, anecdotally, schools have

heard, are not able to send their children to Catholic preschool because of the cost impediment there.

Q. And you said “anecdotally” for that. What do you mean by that?

A. Yeah. Reports from preschool leaders, school leaders, yeah. Just what they have – what they have shared with us with respect to some of the challenges that they’re experiencing.

Q. Does the Archdiocese have anything to support those concerns, other than anecdotes?

A. No. Nothing in terms of, you know – we have one letter that we received from a family, in light of the suit that we filed, noting that they were grateful for what we were doing because they’re not able to afford a Catholic preschool education and would like to be able to send their child.

But have we surveyed or collected data to a larger extent than a one-off comment sent to us? No.

MS. CARRENO: And, Mr. Davis, do you know if that letter was exchanged in discovery, that email?

MR. DAVIS: I’m not sure. We’ll coordinate with that at our next break and get back to you.

MS. CARRENO: Great. Thank you.

Q. (BY MS. CARRENO) On the next page, or page 8 of that document, the first bullet says that “The Archdiocese does not desire schools to become overly dependent on state/federal money, but also holds with the church that,” and then there’s a quote.

What did you mean by the Archdiocese does not desire schools to become overly dependent on state or federal money?

A. You know, one of the things that we are constantly asking our school leaders to do is to ensure that they have a really well-balanced income portfolio.

Unfortunately, we don't receive public funding, in the way that public schools do, to run our school operations. And so by and large, it's a tuition-based operating model.

And given that we have made, over the last six to seven years, an effort to welcome families that don't necessarily have the means, especially more low- to middle-income, schools have had to figure out how to generate additional income, fundraising or other sources, right, so just state, federal grants, or funding opportunities.

But at the same time, as we've told them, right, I mean – I guess we would say colloquially, all your eggs in one basket, you know, could result in a real hardship in the future if that basket goes away or something happens where drawing from that source is not going to be a possibility.

So that's what's fundamentally, I think, being conveyed here, as I shared with them during this meeting. You know, if, without compromising, we can receive support, without compromising on our beliefs and our religious freedom, we can receive a benefit from state or federal sources, great. But that can't be the only source, ultimately. And so that's what that is referring to here.

Q. So has the Archdiocese had to make determinations not to participate in other state or federal programs in an effort to not become overly dependent?

A. Excuse me. I'm choking for a second.

Q. Take your time.

A. I'm sorry. Can you repeat your question?

Q. Sure. So has the Archdiocese made other determinations not to participate in other state or federal programs due to the desire not to become overly dependent on government money?

A. No. Not that I can think of. I think we have been – to be clear, I think we have been closely monitoring different opportunities that come up to ensure that if there is, again, not going to be a risk of compromising our religious beliefs, is probably the primary concern, and then secondly, yeah, you know, the extent to which there might be a dependency.

But have there been decisions made solely on that basis? No. None that I can think of.

Q. In the next bullet on the same page, it says, "The State continues to push a platform and approach with little to no interest to providing just exemptions with respect to our sincerely held religious beliefs, which we share with various faith groups in our state."

What do you mean by various faith groups in our state?

A. Yeah. So this, I think, is making reference to the coalition that wrote the letter in February, so the representatives of the Jewish community and the Lutheran community, in particular, who were signees to that letter.

Q. And do you know – I know that you answered in terms of individuals and persons that specifically signed the letter. But are you aware of whether any

Jewish or Lutheran providers are participating in UPK?

A. No. No. I'm not aware of that.

Q. The next page, the second bullet, it says that "The bishops in the Colorado Catholic Conference are ready to support ensuring protections for our sincerely held religious beliefs."

What did you mean by that?

A. Yeah. Again, I think here it's the same. So the three bishops in the state of Colorado all exercise authority over their local churches. And they conveyed that they were ready to continue to pursue whatever avenues were necessary to be able to, one, ensure that our religious beliefs aren't compromised, and the hope here with UPK was to be able to continue to appeal and ask for exemptions as would allow us to be able to operate according to our religious beliefs.

Q. So you mentioned the three bishops. I assume one of those is Archdiocese of Denver. Who are the other two bishops?

A. There is – there's a bishop of Colorado Springs and the bishop of Pueblo. Diocese of Colorado Springs and the Diocese of Pueblo.

Q. Are there any other diocese or bishops associated with the Catholic Church in Colorado?

A. No. There is no other diocese. There is an assistant bishop, what we refer to in the Catholic Church as an auxiliary bishop, here in the Archdiocese of Denver. So one other bishop, but only three diocese.

Q. So what does it mean that the bishops are supporting ensuring protections for our sincerely held

religious beliefs? What kind of support are the bishops providing?

A. Yeah. Again, I think lending – lending their names, lending their teams to, you know, whether it's writing letters, right, appealing to state officials, supporting pastors. That's what the support really entails, ultimately.

And then trusting their teams to continue to identify the course of action, in this case, right, to be able to identify next steps, to continue to see if UPK participation was possible while still holding on to religious beliefs.

Q. What is the Colorado Catholic Conference?

A. What is the Colorado Catholic Conference.

Q. Yes.

A. Yeah. The Colorado Catholic Conference is the – is the body that represents the bishops of the three diocese in the state of Colorado. So they primarily do that through being a voice for the bishops – the united voice of the bishops on a variety of different issues, moral issues, political issues.

Q. And – strike that.

Next page, it says, "For parishes interested in pursuing the pathway." What pathway are you referring to?

A. Yeah. So here we told our pastors and our school leaders, preschool directors, that we felt the next step was for them to go online, register their program online with UPK, and then, ultimately, return the service agreements unsigned, with a letter that we provided to them requesting exemption and asking

them to be exempted, ultimately, from the problematic regulations that we saw in the agreement.

So that was the – that was the pathway that we said we – if a preschool program wanted to pursue, that they could pursue as a way to continue to engage further and see if that would open up, for individual schools, access to UPK, with some exemptions granted in writing to them.

MS. CARRENO: And, Mr. Davis, do we have a copy of the provided letter referenced in Number 2?

MR. DAVIS: A copy of the letter that we have that was actually sent? I can get you the Bates label for it.

MS. CARRENO: Okay. Great.

Q. (BY MS. CARRENO) Did any of the parishes or any of the schools take either or both of those steps, Mr. Moo?

A. Yes. Yes. We know of one parish that took both of those steps. I believe there is one other that went to the step of signing up online, but they did not send a letter in. Yeah.

MR. DAVIS: So, Virginia, the one that I was referring to is at PL3244.

MS. CARRENO: Thank you.

Q. (BY MS. CARRENO) Which parish took both those steps?

A. That was St. Michael the Archangel.

Q. And which ones signed up online?

A. If I'm recalling correctly, I believe it was St. Mary in Littleton.

Q. And did both of those parishes return the agreement with the provider letter or just one?

A. Return the agreement with the letter we gave them?

Q. Yeah. Did both of them do that?

A. No. I believe it was only St. Michael the Archangel.

Q. One second. In plaintiff's amended complaint, it says that the Archdiocese instructed all its Catholic parishes and preschools not to sign the UPK program agreement as written.

What did you mean by instructed?

A. Yeah. We told our preschool programs not to sign the agreement.

Q. And what would happen if any of them signed the agreement?

MR. DAVIS: Objection. Calls for speculation.

A. Yeah. If we found out, then that would lead to a conversation with the pastor to ensure that they understood the directive and identify what happened.

Q. (BY MS. CARRENO) And who made this direction or instruction?

A. Well, this one on May 26th came from me.

Q. Let me back up for a second.

So you said that if the Archdiocese found out that any of the preschools signed the agreement, that you would have a conversation and look into that more. What action would the Archdiocese take?

MR. DAVIS: Objection. Calls for speculation.

A. Yeah. I mean, I think it would – it would depend. Ultimately, you know, I think this gets to the realities of our structure. And so it could – yeah, it could result in a number of different actions, if you will.

If this was a regional school that we had direct jurisdiction over and we found out that a school leader had done that against the directive, then we would have a noncompliance issue and that would be dealt with according to our policies and procedures with potentially some disciplinary action involved for the people who were ultimately responsible for the non-compliance.

In the parish setting, again, I think it would come down to a conversation with the pastor to find out where the noncompliance came from, and then taking action according to where it falls in the chain of command there.

Q. (BY MS. CARRENO) Would one possible action for those four regional schools be removal from the Archdiocese?

A. Removal of the school?

Q. Yes.

A. No. Yeah. No. That wouldn't be a –no. Yeah. I think we would be talking about termination of employment of the responsible party, ultimately, before – yeah.

Q. Has an Archdiocese preschool ever been asked to serve a 4-year-old who was asserting a gender identity at odds with their biological sex, that you're aware of?

A. Let me restate for my understanding. Has an Archdiocese preschool been asked to enroll, you said –

Q. A 4-year-old who is asserting a gender identity at odds with their biological sex.

A. Not that I can recall. No. No. I can't recall a situation of a 4-year-old demonstrating gender confusion being asked to enroll in the Catholic school.

Q. Why would gender identity or sexual orientation of a child's parents be an impediment to an Archdiocese preschool participating in the Universal Preschool Program?

MR. DAVIS: Objection to the form. You can answer, if you understand.

MS. CARRENO: I would please ask that when you object to form, you just object to form and not direct him that he shouldn't understand the question.

MR. DAVIS: I'm sorry. What was that, Virginia?

MS. CARRENO: I said, I would just ask that when you object to form, that you just leave the objection to form and let him know that he can answer, but not suggest to him in any way that the question is confusing or that he shouldn't understand it.

MR. DAVIS: Okay.

A. So just for my clarity, then, the question is why – if a parent is – could you just restate the question for me?

Q. (BY MS. CARRENO) Sure. Why would the gender identity or sexual orientation of a 4-year-old's parents be an impediment for that child participating in an Archdiocese preschool?

A. Gotcha. Okay. Well, again, I think it would come down to not a question of perhaps identity or orientation and more lifestyle.

So what is the lifestyle that a parent is carrying out? The lifestyle is very much important because, again, as I noted earlier, the Catholic Church can, from our perspective, only accomplish its mission to educate and to inform children if it's doing so in partnership, right partnership with parents, with a family.

Foundational to that partnership is that there's a well-founded hope that the family will support the aims of a Catholic education and a Catholic formation.

And if there is something in the family's lifestyle or situation that becomes an impediment to or creates an inconsistency with the church's teaching or with providing that well-founded hope of supporting the aims and the teachings of the church, then we have a potential situation where the family can't properly fulfill its end of the partnership with the school, in which case, then, again, we might have irreconcilable differences that would then lead a school to discern that a family situation may not be the right fit for the school or the school for the family, ultimately.

So, again, I don't know that this is a question, at least in my view, in our view here at the Archdiocese, about identity and orientation as much as it is about lifestyle and conduct.

And so the moment that a lifestyle or a conduct that is contrary to the church teaching becomes public to the school or the school is made known that there's something that is in conflict, then that's where there's a potential difficulty, but even then, there's more to be

done and discerned and reflected on a case-by-case basis.

Q. I want to direct your attention to Exhibit 6. This is, I believe, an email dated January 14th of 2023, from The Very Reverend Dollins or Father Dollins.

And, Mr. Moo, have you seen this document before?

A. Can you scroll to the bottom there? Yeah. Thank you. And, yes, I have seen this.

Q. What is this document?

A. Yeah. This is the notice that Father Dollins sent out to all priests in the Archdiocese of Denver, giving the first Archdiocesan directive on UPK.

Q. And is it Father Dollins or is it Reverend Dollins? I just want to make sure I say his name correctly.

A. Yeah. The typical here in our speak is Father. Very Reverend or Reverend is a more formal title, but Father is fine.

Q. So who is Father Dollins?

A. Father Dollins is the vicar-general of the Archdiocese of Denver.

Q. And who drafted this email or this document?

A. He and I worked on this together.

Q. Did anyone else weigh in or approve this email?

A. No. No one outside of the two of us. But it got shared with counsel and leave it at that.

Q. On the second page of this document, on the second paragraph – or the first full paragraph, the last sentence says, “Most notably, though, participation at

this time would be to cooperate with an ideology and agenda contrary to our beliefs on the human person which would ultimately compromise the integrity of our Catholic schools' mission.”

Whose agenda were you referring to or were you and Father Dollins referring to?

A. Yeah. I think – specifically the agenda here? You're asking about the word “agenda”?

Q. Yeah. Whose agenda?

A. Yeah. I mean, I think this can be interpreted in two ways and our thinking was twofold; one, it felt like the State's agenda to want to continue to impose a particular ideology on the nature and identity of the human person that was incongruous with our own, and to do so through these nondiscrimination agreements around gender identity and sexual orientation.

And then more broadly, probably an agenda that's prevalent in mainstream culture also that – on the issues of sexual and gender identity and expression that are incongruous with church teaching as well.

Q. And did you think that – or did the Archdiocese think that that agenda was trying to be imposed specifically on the Catholic Church?

A. I don't think I would say that. It seemed that the agenda was attempting – there was an attempt to impose the agenda overall, and the Catholic Church, as a participant in society and culture, certainly also then experiencing the imposition.

But was it specifically against the Catholic Church or intended to be imposed specifically against the

Catholic Church? I don't know that I could say that or would say that.

Q. And what was the specific ideology that was being imposed that was inconsistent with the Catholic Church's beliefs?

A. Yeah. The notion that gender is fluid; that there are more identities beyond the sexual identity that we each receive at the moment of birth; the notion that sexual expression and orientation is also not only fluid, but has the same legitimacy and kind of the same standing as an – I'm sorry. Step back – that sexual – that same-sex marriages, for example, or same-sex couples would have the same standing as heterosexual couples in marriages.

Yeah. Those would be some of the aspects of the ideology I think that we would be referring to here.

Q. And so if I understood your prior testimony, the agenda isn't the issue so much as specific conduct; is that correct?

A. Yes.

Q. The letter also says – the third – or the second full paragraph down, there's a sentence that's bulleted, and it says, "Therefore, due to the significant risk involved and until such time as religious exemptions can be guaranteed by UPK, parishes and their preschool programs are directed to not enter into any agreements with the State for UPK."

Do you see that sentence?

A. Yes.

Q. What does it mean, that the parishes are directed not to enter into any agreements?

A. That the pastors, the ultimate responsible, are being told that they're to ensure that their preschool programs are not signing any agreements with the State for UPK.

Q. I want to show you another document, an email dated May 11 of 2023. And I believe this is going to be marked as Exhibit 7. Yes, this will be marked as Exhibit 7.

Mr. Moo, do you recognize this document? Let me know if you need a minute to review it.

A. Yeah. If I can have just one minute. Okay. Yes, I do recognize this.

Q. And what is this document?

A. I'm sorry. What was your question?

Q. What is this document?

A. This is an email from Brittany Vessely, who is the executive director of the Colorado Catholic Conference, to Trey Rogers, just laying out next steps with respect to what emerged at the bishops – the Colorado Catholic Conference bishops meeting that was had not too long before this email was sent.

Q. And you're cc'd on this email?

A. I am. Yes.

Q. And the second paragraph refers to you by saying, "I can go through Governor Polis' scheduler, but I hoped you may have a more direct line to engage him on. I cc'd Dietrich, Scott and Elias, too."

Who is Brittany Vessely?

A. Brittany is the executive director of the Colorado Catholic Conference.

Q. And you talked a little bit about the Colorado Catholic Conference a few minutes ago, but what is the Archdiocese's relationship with the Colorado Catholic Conference?

A. In terms of the corporate relationship, structural relationship, or –

Q. Does the Archdiocese have a relationship with the Colorado Catholic Conference?

A. Yeah. Yeah. Again, the Catholic Conference is the primary arm that unites and links the three bishops in the state together. So when the Colorado Catholic Conference speaks, it does so on behalf of the three bishops. It won't speak on anything that the three bishops aren't united.

So the Archdiocese of Denver has a really good strong working relationship with the Colorado Catholic Conference, but the Colorado Catholic Conference itself is a distinct entity from the Archdiocese of Denver.

Q. So does the Colorado Catholic Conference have any authority over the Archdiocese?

A. No, no direct authority over the Archdiocese.

Q. Does the Colorado Catholic Conference ever speak on behalf of the Archdiocese when its, I guess, positions are consistent with the other two bishops?

A. Yes.

Q. And you had mentioned the bishops board meeting that's mentioned in this email. Were you at the bishops board meeting?

A. I was at the one that this is referring to, yes.

Q. Did you say you were not?

A. I was, yes.

Q. You were. Okay. When was that meeting?

A. Oh, I would have to look through a calendar. I can't recall the exact date. But it was – it was not too long before this email, so sometime in May, early May.

Q. And it says it was decided at that meeting to proceed with UPK, despite the lack of religious exemptions. What does that mean, that it was decided to proceed with UPK?

A. Yeah. The decision that was made here was what was shared with pastors and school leaders on May 26, 2023, at that meeting that we had with them. So the information we shared, that you asked me about from that slide deck, really came out of this meeting here.

Q. So the Archdiocese was part of the decision to proceed with UPK?

MR. DAVIS: Objection. Misstates testimony.

A. So the Archdiocese –

Q. (BY MS. CARRENO) I'm just going to rephrase. I'm going to rephrase my question. It says it was decided to proceed with UPK. Who made that decision?

A. Well, for the Archdiocese of Denver, ultimately it was the Archbishop of Denver who gave the go ahead to proceed with or pursue – open up the opportunity for schools to pursue the pathway that was shared with them on May 26th.

Q. And what about the Colorado Catholic Conference?

A. What about them? Did they have – are you asking if they had a say?

Q. I'm just asking – it says it was decided to proceed with UPK. And you talked about the Archdiocese decision and the document that we went over a few minutes ago.

Who else was involved in the decision to move forward with the UPK, in terms of the Colorado Catholic Conference, besides the Archdiocese?

MR. DAVIS: Objection. Misstates testimony.

A. Yeah. So what I can – what I can give you is that – and say is that the bishops got together to speak about a variety of different topics, as is par for the course for their board meetings. One of them was UPK.

And there was a desire from the bishops to have a united front on how to proceed. At the time, the bishops felt that UPK was important enough to continue to prioritize work in securing access to UPK without infringing on our religious beliefs or compromising our religious beliefs. And that was – that was the decision, if you will, that was made.

From there, then, the Archbishop of Denver, with me and his leadership team, ultimately took that and decided to then direct – or rather open the opportunity for our schools, as was relayed to them on May 26th.

So ultimately the decision for the Archdiocese of Denver came down to Archbishop Aquila, myself, and the leadership team with the Archdiocese of Denver.

Q. (BY MS. CARRENO) Who is – this email is from Brittany Vessely to Trey Rogers. Who is Trey Rogers?

A. Trey Rogers is a contact that she has. I don't – I'm not too familiar with him. I've heard and seen the name before. A contact, though, that he has – that she has – excuse me – that seemingly I think had some connections with the governor's team as well.

Q. I want to show you one more document, which is another email from – this one is from May 15th. And this one is going to be marked as Exhibit 8.

And, Mr. Moo, please review this and let me know if you recognize this, after you've had a chance to review.

MS. CARRENO: And, Bonnie, if you can scroll down. I am focusing on the email from Mr. Moo to Barbara and some others.

THE DEPONENT: Was there another part at the bottom to this?

Okay. Yeah. Thank you. I do recognize this. Yes.

Q. (BY MS. CARRENO) And what is this email?

A. This was my email inviting pastors and school leaders to the meeting that we hosted here on Friday, May 26th, where we talked about the – we were going to update them and talk about the possible pathway to continue to pursue access to UPK.

Q. And that was the email that we just looked at the PowerPoint slides for?

A. Yes. That's correct.

Q. Sorry. I think I misspoke. That was the meeting on May 26th that we looked at the PowerPoint slides for?

A. Yes. Yes. Correct.

Q. In the first paragraph of that email, the last sentence says, "We wanted to ensure we could provide this form as quickly as possible to assist you in your discernment and decision-making."

And when you say "your discernment and decision-making," who are you referring to?

A. Here referring to pastors and their school leaders.

Q. And the pastors of all 36 preschools or something else?

A. No. Yeah. Of the preschool – of the parishes of the preschools.

Q. And so when you said "to assist in your discernment and decision-making," what did you mean by this?

A. Yeah. I think it was to, if you will, tease that there was a potential opportunity for them to discern and make a decision on, ultimately.

Again, prior to this, the only directive was the one from January from Father Dollins, and we had heard that there was a registration window opening up in early June.

And so we wanted to provide this opportunity for pastors and school leaders to come together to hear what potential pathway there might be to continue to pursue access to UPK, without compromising our religious beliefs.

And so that's what we wanted to put in front of them and what was – what I was – excuse me – what I was alluding to, ultimately, by noting to them that we wanted to assist them in their discernment and decision-making.

Q. And so you just said, at that point there was still the hope that the Archdiocese would be able to – the Archdiocese preschools would be able to participate in UPK; is that correct?

A. Yes. Yes. That's correct. Yes.

Q. And I think we covered this when we were talking about the slides, but it sounds like the only two preschools that decided to participate were the two that you referenced a little bit ago that registered and/or returned the form and the letter?

MR. DAVIS: Objection. Misstates testimony.

Q. (BY MS. CARRENO) And, Mr. Moo –

A. Yes.

Q. Was that a yes?

A. What was the – I'm sorry. I didn't get the –

THE REPORTER: Yeah. The question cut out, Virginia. I didn't get that either.

Q. (BY MS. CARRENO) So the question was – actually, I'm just going to ask a new question.

Did any of the preschools express a desire to participate in the UPK program at that time?

A. At the time of the meeting or following the meeting?

Q. Yes.

A. You know, I don't recall. At that point, it would have been just verbal conversations at that point. I don't recall anyone at that meeting saying, We're in. We want to do this this way. No. I don't recall that.

I think it was after that we heard – we heard from some schools. They had more questions around what this entailed ultimately, but we didn't hear any affirmative declarations at that point, at the time of the meeting.

Q. Did any school express any interest to participate in UPK after that meeting?

A. Yeah. I think – I think after the schools – so, generally speaking – I'll say this: Our schools have – we've had a lot – a number of schools that have been interested in participating in UPK.

I don't think that interest ever went away. I think, in large part, our schools, you know, were trusting in our ability to be able to direct them in the right way, and that right way being that they weren't going to lock themselves into a situation that would compel them or place them in a situation of noncompliance for carrying out their work and their operations according to the church's belief.

So the ones that we've interacted with, I think, have always expressed interest in being part of the UPK, even after that January directive that went out, you know. There was always – even though that directive said, Do not participate, I think there was still, just through conversations I had with schools, a desire to get to a point where that wouldn't be the case.

So yes. So I don't know if May 26th is a delineating line – or dividing line, I should say, between interest

or not. Because it's been there to some extent. Maybe it was there and expressed a bit more after. I wouldn't be able to tell you, you know, in what volume because that I can't recall at this point.

But what I can tell you is there's always been a general interest in wanting to participate because of the benefit this would bring to families, ultimately.

Q. When did the Archdiocese make the decision to initiate this lawsuit?

MR. DAVIS: Objection to the extent it calls for attorney-client privileged communication.

You can answer otherwise.

A. Yeah. So the reality is, I think our deepest desire was always to work with the typical channels and communicate with State officials to try to appeal to receive rule changes or exemptions that would give us the sufficient comfort to participate.

At the time of the May 26th meeting, that was still the case. But I think even then we had come in with a sense that if this last effort – in some ways this felt like a last effort – to have schools sign up, register online, not sign the agreement but turn in this letter requesting exemptions and requesting of the recipients of the letter, State officials, to provide in writing a support for that, that, you know, our hope was maybe this could be the way, the individual communities, right, reaching out and appealing.

But I think that there was the sense, though, for the officials here in the Archdiocese that if this didn't work out, then we would have to pursue and look at all options, including legal action.

So was a hard decision made on May 26th or on May – whenever we met with the bishops board or – no. I think there was always just this generalized sense that it could result in this if the appeals and the attempts of appeals to the right officials to receive relief and get exemptions would come. But if not, then, yeah, then we would pursue action.

So I think it was, you know, early after this meeting on the 26th, and then waiting to see how many schools sent letters that, ultimately, then a decision to take additional action came.

Q. (BY MS. CARRENO) Did some of the schools determine that they didn't want to participate in the UPK program, regardless of an exemption or rule change or any other assurances? They just didn't want to participate?

A. Yeah. Certainly. I can tell you of one that, at least at the outset said, you know, they weren't necessarily interested. And – but the great majority, I think – well, to be clear, many others didn't say a thing, which, again, is okay.

We didn't, you know, necessarily ask them specifically one way or another to give us a hard, hard commitment. But, yeah. We had, I think, at least to the best of my recollection right now, one that did say this wasn't something that they were interested in, from what I can recall.

Q. Which school wasn't interested?

A. Yeah. Again, you're testing my memory here. Yeah. I don't want to be inaccurate here. I can tell you there was one. The name is not coming to me right

now. And without having documents in front of me, I'm hard-pressed to tell you what school that is.

Q. And did they say why they weren't interested?

A. No, not particularly. It was just a pretty simple like, no, not interested. Yeah. No.

Q. So if you didn't hear from all 36 schools, is it fair to say that others may also just not have been interested in participating in UPK?

MR. DAVIS: Objection. Calls for speculation.

A. Yeah. I don't know. Could there have been some that say, We're just not interested at all? Yes. Were there others that were just waiting to see what happens? That's probably, in my view at least, where the majority were at. But, yeah. I couldn't quantify or even begin to quantify that one for you.

Q. (BY MS. CARRENO) And you said at that time this was kind of like a last attempt to participate, was to sign up but not sign the contract and try to register; is that correct?

A. Yeah. Yeah. I think at that point, this was – in our minds, was certainly one last push at trying to gain access through this means.

Q. But only 2 out of the 36 schools actually moved forward with that suggested last attempt to participate; is that correct?

A. Yes. Yep.

* * *

Q. I want to show another exhibit, which is going to be marked as Exhibit 9, and it is a copy of the UPK provider agreement.

MS. CARRENO: And, Bonnie, if you can scroll through UPK. Thank you. And I would just represent that this is Document 30-3 that is part of the records in this case.

Q. (BY MS. CARRENO) Do you need to see more of this document, Mr. Moo?

A. Yeah. If you can keep scrolling down, I would be grateful. Thank you.

Q. And, Mr. Moo, are you familiar with this document?

A. I am, yes.

Q. Can you recognize this to be the UPK provider agreement?

A. Yes.

Q. Have you reviewed this document before today?

A. Yes, I have.

Q. According to the complaint in this case, there are two provisions in this provider agreement that the Archdiocese believes are inconsistent with its sincerely held religious beliefs. And I want to direct your attention to the first one on page 3.

MS. CARRENO: I think that it might be page 3 of the PDF. Yeah. Page 3 of the PDF – or no. Sorry. Yeah. That's it.

Q. (BY MS. CARRENO) So under the Quality Assurances provision, it says, in the first bullet, "Provider agrees to adhere to the quality standards identified in Section 26.5-4.205." And then further on in that paragraph it says, "at a minimum of quality standards must include," and then the fourth bullet

down, “a requirement that each preschool provider provide eligible children an equal opportunity to enroll and receive preschool services regardless of race, ethnicity, religious affiliation, sexual orientation, gender identity, lack of housing, income level, or disability as such characteristics and circumstances apply to the child or the child’s family.”

Do you see that, Mr. Moo?

A. I do. Yes.

Q. What about this provision does the Archdiocese believe is inconsistent with its sincerely held religious beliefs or what about this provision is problematic?

A. Well, specifically the terms “sexual orientation” and “gender identity” are cause for concern for us. You know, I noted earlier that, you know, for us, when it comes to following through on our policies and policy guidance with respect to issues of gender identity and sexual identity, sexual orientation, it’s the conduct, the behavior itself that is really where the problem lies.

But, you know, our understanding of these terms is such that it imposes on us that students would be fully accepted for embracing a gender that is contrary to their biological sex or living out in a manner that operates just full-scale acceptance of an alternative sexual orientation or lifestyle, if you will, which are things that we can’t – we can’t promote nor – nor accept.

And here, I would differentiate between, you know, just the experience of gender confusion or dysphoria. That, in and of itself, is not the issue.

But if gender identity means that a student has transitioned and the school has to accept the transition as such and refer to them by different pronouns or allow the use of the opposite sex restroom, for example, that's just – that's a place that we can't.

So if that's what families are desiring their children to receive in our schools, it's going to be irreconcilable with our policy guidance and our position on this. So that's where we have the largest problems and concerns, ultimately.

Q. And you mentioned students transitioning. What do you mean by that?

A. Yeah. My understanding of the term is, you know, a person, male or female, who has begun to carry themselves, through their dress, through pronouns use, in a way that conveys that they are of a different gender.

So a male, biological male, who has now transitioned to being female, so dresses in typical girl clothing or is requesting to go by, you know, she/her pronouns, or requesting use of the girls bathroom because the other is biological male. So that – those would be examples of transition having taken place.

Q. And I asked the question earlier whether you know of any 4-year-olds in preschools, at the Archdiocese preschools, who have transitioned.

A. Right. Yeah. No, I don't.

Q. And you also mentioned sexual orientation, concerns about sexual orientation of the students. Can you tell me what the concerns were around that?

A. Yeah. If a student is very openly – and parents supporting students as well in their openness,

declaring – the student declaring that they are, you know, attracted to someone of the same sex or they're bisexual or what have you, that would be problematic.

Again, I think the moment that the behavior starts to become something that directly contradicts church teaching and also the moment that a family starts requesting acceptance of such as a – as something, you know, normal, if you will, to be celebrated and, perhaps even to be supported by the school, yeah, that's the bottom line. The school can't at that point.

So it's – again, it's less about the existence of a same-sex attraction, let's say, and more about the extent to which a child and the family, ultimately – because I don't know that we could hold a child separate from their family, at least in our view – but in which the family, the parents, are asking the school to accept and support a particular world view, but also lifestyle that is not going to be permissible or acceptable according to church teaching, but also just according to policies.

So that's the – that's the concern there with the term “sexual orientation.”

Q. And so you're saying the sexual orientation of both students and parents; is that correct?

A. Well, yeah. I was referring specifically to students. But previously, yes, I think I've spoken to the sexual orientation of parents as well. Well, let me be clear; more specifically, the lifestyle, an alternative lifestyle, a lifestyle that's carried out that would be incongruous with church teaching.

Q. And so concerns around sexual orientation and gender identity are related to both the students and the families of those students; is that correct?

A. Correct.

Q. Do you understand – when the language talks about “eligible children,” do you understand that to mean preschool students or other students within the Archdiocese schools as a whole?

A. In this case, I would understand it as preschool specifically. That’s referring to preschool specifically.

Q. And do you understand preschool students that would qualify for UPK would typically be 4-year-olds?

A. Sorry. You cut off there a little bit. Do I understand that preschool students –

Q. Do you understand preschool students that would be part of the Universal Preschool Program would typically be 4-year-olds?

A. Yes.

Q. Any other classes that are in that bullet or that requirement that are problematic for the Archdiocese or that are inconsistent with the Archdiocese being able to sign the UPK agreement?

A. Yeah. No. Based on the other – the other classes here, I would even say that all the other classes, outside of sexual orientation and gender identity, are ones that we have in our own nondiscrimination statement for our Catholic schools in the Archdiocese of Denver.

Q. So is it fair to say that the Archdiocese doesn’t have any issues with agreeing not to discriminate on the basis of race?

A. Right. That's correct.

Q. And no issues with agreeing not to discriminate on the basis of disability?

A. Correct.

MS. CARRENO: I want to go to the second provision that is at issue in this lawsuit, which is on page 23 of, I believe, the PDF. I think it's page 10 of the document itself.

Yeah. Just go to page 23 of the PDF.

Q. (BY MS. CARRENO) And, Mr. Moo, are you able to see the provision that is under capital B, that says "Discrimination"?

A. Yes. I can see it.

Q. And it says here, "Provider shall not discriminate against any person on the basis of gender, race, ethnicity, religion, national origin, age, sexual orientation, gender identity, citizenship status, education, disability, socioeconomic status, or any other identity."

What about this provision is problematic for the Archdiocese's participation in the UPK program?

A. Similarly to the previous section, the term "sexual orientation" "gender identity," our understanding of what that conveys, and also the vague use of any other identity as well, is just problematic for us for the reasons I've noted.

Q. We talked about why the prior provision in the statute was problematic for students and their families in terms of enrollment.

Are there any other concerns related to this provision that weren't discussed in the prior provision?

A. Yeah. I think the implications of this for employment decisions and the extent to which we are able to continue to make hiring or firing decisions based on our religious beliefs and upholding our code of conduct, upholding our Statement of Catholic Community Beliefs, which would hold a very different understanding of the nature of the human person and sexuality, ultimately, than what's conveyed through the use of these two terms.

Q. In terms of specific or designated preschool staff, are there preschool staff that are not affiliated with kindergarten and higher education within the Archdiocese schools?

MR. DAVIS: Virginia, which of the 30(b)(6) topics does this line of questioning fall under?

MS. CARRENO: Yeah. So I think this goes to Topic Number 5, which is the Archdiocese review and assessment of whether the Archdiocese could participate in the UPK program consistent with their religious beliefs and obligations.

I'm trying to figure out what specifically about these two provisions is problematic. So he said that employees, this would be problematic for employees. So I'm just trying to understand why that would be.

MR. DAVIS: Okay. I think we can let that question go forward but, you know, there's not a lot of notice given in the topics that he's going to have to discuss employment issues that much. But you can proceed with the question.

THE DEPONENT: Sorry. Could you restate the question again?

Q. (BY MS. CARRENO) So the question is whether preschools have staff that are just designated for the preschool.

A. Yeah. I think, by and large, most preschool staff are just preschool staff. So I don't – I can't tell you of a situation where that's not the case.

And there could be some shared duties with kindergarten, let's say, but I think you're going to have specialized and specific preschool teachers and then specific kinder teachers, first grade teachers, et cetera, et cetera.

So, yeah. I don't – if that's what you're asking, yeah, I don't know of any programs that don't have preschool staff that also is doing something more than just preschool.

Q. Great. And we can ask Ms. Coats and Ms. Seul more specific questions about the individual schools as well. But what is your – is your understanding that those preschool employees or that preschool employees, in general, are ministerial employees?

MR. DAVIS: Objection. Calls for a legal conclusion.

A. Yes. Any employee of a Catholic school is considered a minister of the church. They are all asked to sign a code of conduct which specifically states that they're considered ministers of the church.

Q. (BY MS. CARRENO) And so when we spoke earlier about certain employees – actually, strike that.

So would those ministers of the church be required to be Catholic?

A. No. Not necessarily.

Q. Would those ministers of the church be required to abide by a certain code of conduct?

A. Yes.

Q. And is that similar to what you described earlier for Archdiocese employees?

A. Yes. Yeah. And I would direct you to two documents that capture that. It's – first is the Archdiocese of Denver code of conduct, and then the second would be the Statement of Catholic Community Beliefs and Commitments.

That's a part of the workers agreement. The workers agreement itself also has language that denotes this as well.

Q. And those employees that you noted before, I think you noted maintenance staff and some other workers that wouldn't need to be Catholic, would those workers be considered ministerial employees of the Archdiocese?

MR. DAVIS: Objection. Calls for a legal conclusion.

A. Yes. Again, they all sign the code of conduct as well. So anyone who signs the code of conduct is considered a minister of the church. And our policies here in the Archdiocese of Denver have anyone working in the Catholic parish or school setting as a minister of the church, ultimately.

Q. (BY MS. CARRENO) If this provision weren't in the contract, so this entire subsection B under discrimination, would the Archdiocese have any concerns about the Archdiocese's ability to participate in the UPK program and these employment decisions?

MR. DAVIS: Objection. Calls for speculation.

A. If this provision wasn't here, then, yeah, I think it would have certainly lessened our concern. If this and the previous one – or if any mention of providers shall not – or we would be – there would be a regulation stating that we would somehow be discriminating by not accepting the State's understanding of sexual orientation and gender identity that was not in the agreement, yeah, I think we would feel comfortable, more comfortable.

Q. (BY MS. CARRENO) Is your understanding that this provision is the only provision that would infringe upon the Archdiocese's ability to make employment decisions consistent with its sincerely held religious beliefs?

MR. DAVIS: Objection. Calls for a legal conclusion.

A. Yeah. This and the previous one. And really, any language, I think, that kind of speaks to this would be where our concerns are at, ultimately.

Q. (BY MS. CARRENO) So let me – let's just go back up to the previous language. And so, again, it's the fourth bullet there. It says, "Requirements of each preschool provider provides eligible children an equal opportunity to enroll and receive services."

Is it your opinion that this would infringe on the Archdiocese's ability to make employment decisions?

MR. DAVIS: Objection. Calls for a legal conclusion.

A. This particular one here doesn't, I think, speak to employment decisions. I understand that this is specific to children here and the enrollment of children.

Q. (BY MS. CARRENO) And if we can go back down to – so my question was, if this provision was taken out of the UPK provider agreement in its entirety, would the Archdiocese have any concerns about entering into the UPK provider agreement in terms of just making employment decisions?

MR. DAVIS: Objection. Calls for speculation. Calls for a legal conclusion.

A. Yeah. Just on employment issues, again, I think we would – we would be less concerned. Yeah.

Q. (BY MS. CARRENO) Okay. I want to mark Exhibit Number 10, which is going to be the CCAP or the Colorado Childcare Assistance Program fiscal agreement.

And, Mr. Moo, before we talk about this document, are you familiar with the Colorado Childcare Assistance Program or CCAP?

A. I am a little bit. I can't say I'm well-versed or fully understand the ins and outs, but I am familiar and have a sense of the particular – the mechanism, the funding mechanism, and also who might be eligible for receipts of CCAP.

Q. And Topic Number 7 of the 30(b)(6) deposition notice for the Archdiocese is the Archdiocese's determinations about and instructions to its Catholic preschools regarding participation in the Colorado Childcare Assistance Program, CCAP, the Denver Preschool Program, DPP, or any other government assistance programs requiring an agreement with any nondiscrimination.

Are you able to speak to that topic on behalf of the Archdiocese?

A. On the topic of – I’m sorry. Can you repeat that?

Q. On Topic Number 7 in the –

MS. CARRENO: Let’s just pull it up on the screen, Bonnie. Can you go back to Exhibit Number 1? Excuse me.

Q. (BY MS. CARRENO) And it will probably be easier for you to make that decision if you read it rather than listen to me. Topic Number 7.

And so just let me know when you’re finished, Mr. Moo.

A. Okay. Yes. And I can speak to this.

Q. Okay. Great. And so what is your understanding of the Colorado Childcare Assistance Program or CCAP?

A. In terms of how it operates or what part of it?

Q. The question was, what is it?

A. Yeah. My understanding is it’s funding support that’s given to families in particular situations to cover the cost of childcare.

Q. And are you aware that ten Archdiocese preschools are participating in CCAP?

A. Yeah. I knew there was preschool programs that had been participating with CCAP, but I couldn’t tell you or verify if ten is the right number. But if that’s been verified, then I’ll take your word for it there.

Q. Would you agree that one of the preschools from the Archdiocese that’s participating is St. Mary, who is a plaintiff in this lawsuit?

A. Yes. I believe that to be the case.

Q. Have you –

MS. CARRENO: And if we can pull this up again.

Bonnie, can you just scroll through the fiscal agreement so that Mr. Moo can see fully what he's looking at here?

Q. (BY MS. CARRENO) And, Mr. Moo, have you ever seen this document or this fiscal agreement prior to today?

A. No, I have not.

Q. Is the fiscal agreement something that the Office of Catholic Schools would typically weigh in on or review?

A. Not generally, no.

Q. Are you aware that paragraph number 12 of this agreement contained a nondiscrimination provision? Or are you aware that there's a nondiscrimination provision that's part of the CCAP contract?

A. Not the exact nondiscrimination provision, but looking at it now, yeah, I see what's here. I would expect that CCAP and a like program to have a nondiscrimination provision.

Q. So is this nondiscrimination provision problematic for Archdiocese preschools participation in the CCAP program?

MR. DAVIS: Objection. Calls for a legal conclusion.

A. Yeah. You know, possibly, depending on the – again, the sexual orientation, what is being specifically conveyed and stated in there.

Q. (BY MS. CARRENO) Why hasn't the Archdiocese weighed in on the CCAP nondiscrimination provision, but has weighed in on the UPK program nondiscrimination requirements?

A. Yeah. Frankly, we haven't had to. And what makes us weigh in on situations is when we have a hardship that's being placed or has been placed on a school.

So had a school experienced, let's say, the local county coming in and saying, Hey, you're not complying with this nondiscrimination provision for reasons of sexual orientation, that would have come to us, and then we would have had to weigh in at that point.

And so, again, you know, we're not necessarily looking into every single one of these provisions, but when issues arise and things come to our level, we do weigh in and look to see the extent to which it's something that a school can, in good confidence, agree to and abide by.

You know, up to this point, my understanding is there have been no concerns, at least in practice, that have surfaced or challenges or difficulties that have surfaced that would have required us to weigh in at this point.

And this is, I think – work with CCAP goes back some time, even before my time here, and I don't think there's – I don't recall even this being a concern prior to my time.

So – but why UPK? Well, you know, frankly, we were asked to weigh in very early. And part of that was with the way that this – that UPK was set up.

And really, I think what, in some ways, triggered our weighing in was how the system itself was set up, and the fact that families had to, again, register through UPK. They were assigned to schools. Schools were not able to reject applications based on, you know, religious beliefs, even in the way that the system itself was set up.

And so what happened there was an imposition, without the school being able to follow its admissions process and procedures. They would have vet families and so forth. So, yeah. That ultimately is what triggered, I think, our engagement, understanding the system, understanding the provisions and the agreements as a part of that.

But the CCAP is distinct. My understanding is it's very different. Families are applying through their local counties. They are able to receive the support. They're going through the admissions process at their schools, parallel or separate from that. So even just the way it functions is all distinct.

And, again, in practice, we haven't – to the best of my memory, there have been no issues raised to me with respect to concerns from local schools that would trigger our weighing in or our intervention on something like this.

Q. And paragraph 12 says that the provider – sorry.

MS. CARRENO: Please scroll up a little bit. I need the heading.

Q. (BY MS. CARRENO) “The provider agrees to,” and then if we go down to paragraph 12, “The provider agrees to accept referrals for childcare without

discrimination with regard to race, color, national origin, age, sex, religion, marital status, sexual orientation, or physical, intellectual, or mental health disability.”

So wouldn't you agree that by signing this contract, the Archdiocese preschools would have to agree to accept these referrals without considering sexual orientation or sex?

MR. DAVIS: Objection. Calls for speculation. Calls for legal conclusion.

A. Yeah. I suppose it would come down to what's the – what would be the CCAP's understanding of those terms. But, yeah. Largely here, would I say that they're agreeing to not discriminate on the basis of sex? Sure. We would say that that's not inconsistent with our position, that we ask persons not to discriminate on the basis of sex.

We – with respect to sexual orientation, you know, I think I've noted previously that the topic really isn't orientation. The question comes down to lifestyle. So, you know, a school could well read that in that manner as well.

But – so, yes. So are they agreeing to these terms by signing? I would agree that they're agreeing to those terms.

Q. (BY MS. CARRENO) And the UPK nondiscrimination requirement is also prohibiting discrimination based on sexual orientation, is your understanding?

A. Yes.

Q. You mentioned that there's never been a hardship with any of the preschools, that you know of, agreeing to this nondiscrimination provision.

What did you mean by there's never been a hardship?

A. Yeah. Again, I think it would – that, to me, would be that CCAP would pull funding or remove funding because the school has been found to be noncompliant with their procedures or that the school has been asked by CCAP to correct the situation due to a complaint that's been received by them suggesting that the school has been discriminatory.

Those would be, I guess, examples of what a potential hardship would be. I haven't heard of any of those. There's probably others. But those are the two that come to mind.

Q. And so as far as you know, none of the Archdiocese preschools that participate in CCAP have ever had a hardship from having to agree with paragraph number 12 in the CCAP fiscal agreement?

A. As far as I know, they haven't had any conflicts on that yet.

Q. Okay. I want to direct your attention to what we're marking as Exhibit Number 11. And this is a copy of the Denver Preschool Program contract.

And, Mr. Moo, are you familiar – I know we've talked about it a little bit earlier today, but are you familiar with the Denver Preschool Program or DPP?

A. I am familiar with DPP, yes.

Q. And do you know whether any Denver Archdiocese preschools are participating in DPP?

A. Yes. I know of a number. Exactly how many, I can't recall. But I know there are a number of Denver – or Catholic schools in Denver that participate with DPP.

Q. And Wellspring Catholic Academy of St. Bernadette, are you aware that they're participating in DPP?

A. Yes.

Q. And are you aware that the DPP contract also has a nondiscrimination requirement or provision?

A. Yes.

MS. CARRENO: And, Bonnie, if you can go to page 26, paragraph 3.

Q. (BY MS. CARRENO) And, Mr. Moo, the DPP contract language says, "Provider shall not discriminate against any person on the basis of race, color, religion, national origin, gender, age, except as to the age of children qualifying for tuition credits, military status, sexual orientation, gender variance, marital status, or physical or mental health" – sorry – "physical or mental disability, except as such disability may materially and adversely impact proper administration of the preschool program."

Were you aware that this was one of the requirements for an Archdiocese preschool to participate in the Universal Preschool Program?

A. In the Universal Preschool Program?

Q. Apologies. Were you aware that this nondiscrimination provision was a requirement for an Archdiocese preschool to participate in the Denver Preschool Program?

A. Yes.

Q. And does the Archdiocese have any concerns about this provision interfering with an Archdiocese preschool's sincerely held religious beliefs?

A. Yeah. In a similar way to CCAP, first the structure of the program is different to the UPK, in terms of how families enroll, and that has lessened the concern.

But then the second is also – and I can't recall which number it is, but I believe there is a provision in the DPP agreement that notes protections for religious programs and the honoring of the religious nature of the program.

Yeah. I wish I could point you to the exact location of that.

Q. Yeah. And I think we can help.

MS. CARRENO: Bonnie, if you can go to page 15 of the DPP contract, there should be something in there that says, "Nothing in this agreement shall be construed."

THE DEPONENT: There it is. Number 8.

Oh, no. No. That's not it. Sorry.

Q. (BY MS. CARRENO) I think it's here at the bottom of the first paragraph. Is this what you're referring to, "Nothing in this agreement shall be construed to affect the provider's right to engage in privately funded, inherently religious activity or affect the independence of providers, including any rights protected by the Colorado and U.S. Constitutions and applicable law."

A. Correct. Yep. Yep. So that – yeah. This provision here has given us a measure of comfort in allowing schools to participate in DPP.

Q. If this provision were part of the UPK provider agreement, would the Archdiocese direct preschools that they could sign the agreement if they chose to?

MR. DAVIS: Objection. Calls for speculation.

A. If this provision was in the UPK agreement? Is that what you said?

Q. (BY MS. CARRENO) Yes. That's the question.

A. I think we might actually wish to seek some additional clarifying language to go with it, but language like this would be welcome.

Q. And has the Archdiocese sought additional guidance regarding this language and the Archdiocese participation in DPP?

MR. DAVIS: Objection to form.

A. Have we sought additional guidance on this language? Is that what you –

Q. (BY MS. CARRENO) Yes. So you just said, before you could sign the UPK contract, you would have to seek some additional guidance about this language to determine whether this would alleviate the Archdiocese concerns.

My question was, has the Archdiocese sought guidance about this language in terms of its participation in DPP?

MR. DAVIS: Objection to the extent it calls for attorney-client privileged communications.

A. Yeah. We have sought guidance. I'll leave it at that.

Q. (BY MS. CARRENO) And without disclosing any privileged information, ultimately the Archdiocese did not have concerns about Wellspring Academy entering into this agreement with the current language?

A. Not at the current juncture, no.

Q. And would you agree that – actually, strike that. I'm going to move on.

Are there –

MS. CARRENO: We can stop sharing, Bonnie.

Q. (BY MS. CARRENO) Are there any other grants or agreements that Archdiocese preschools have entered into that contain nondiscrimination requirements?

A. Any other agreements? Yeah. There might be. There's none that I can call to mind right now to specifically tell you which ones, but –

MR. DAVIS: Virginia, is that a question, like, for all time? I think we discussed sort of a five-year limitation on our ability to testify to these issues.

MS. CARRENO: Yeah. I'm happy to – I'm happy to narrow that to within the last five years.

Q. (BY MS. CARRENO) Are you aware of any government assistance programs that Archdiocese preschools have entered into that have required nondiscrimination agreements?

A. Yeah. Preschool programs specifically, yeah. I can't – I can't call to mind any that I'm familiar with

at this point. Yeah. Possible, sure. But yeah. I don't know specifically.

MS. CARRENO: Okay. Oh, you're not sharing.

Q. (BY MS. CARRENO) I'm going to move on to a new topic.

Does the Archdiocese provide its preschools with any guidance about enrolling or disenrolling students or families that have identified as – I'm going to use the term "LGBTQ," but let me know if you need me to define that.

So let me start the question over.

Does the Archdiocese provide its preschools with any guidance about enrolling or disenrolling students and/or families that have identified as LGBTQ, in a same-sex relationship, or adopted a gender identity different from his or her biological sex?

A. Yes. We have released to our school programs the Guidance on Issues on Human Nature and Sexual Identity. That's an approximately 17-page document, in question-answer format, that provides some guiding principles based on church teaching from which to discern or assess individual situations.

This was – this document is a compliment [*sic*] to a teaching document released by the Archdiocese titled Splendor of the Human Person, which also lays out the church's teaching on these issues.

MS. CARRENO: And, Bonnie, if you could share Exhibit Number 12, please.

Q. (BY MS. CARRENO) And this document is approximately 17 pages. Is this the document that you were referring to just now?

A. Yes. That would be the one.

Q. And when you say “We prepared this document as a compliment,” [sic] who’s we?

A. This would be from the Office of Catholic Schools.

Q. And who wrote this document?

A. I put this together, along with one of our associate superintendents, who is no longer employed by the Archdiocese, but was with us at the time. And we drew, in large part, as noted here, substantial portions of this document from a document that was written by or coauthored by the three women noted in the first paragraph there.

Q. And who is the person that’s no longer with the Archdiocese?

A. His name is Dr. Jared Staudt, J-a-r-e-d S-t-a-u-d-t.

Q. And I believe you said that you asked –when I say “you,” again, I mean the Archdiocese. The Archdiocese, the Office of Catholic Schools, asks all parishes and schools to abide by the guidance in this document; is that correct?

A. Yes.

Q. I want to go to page 4 of this document. And there should be a number 1.

And so in paragraph number 1, about halfway through, it says, “The school and Diocesan policies should explicitly state that they are written to conform to the teachings of the Catholic Church in all respects.”

Where do the teachings of the Catholic Church come from?

A. Well, they come from, in its most concise and comprehensive form, the catechism of the Catholic Church. They also come from the teaching magisterium of the Catholic Church, so that would include the teachings of the popes, from the current one down through the different popes over the years. And that's considered the ordinary magisterium.

Through tradition as well, sacred traditions as being captured first and foremost by sacred scripture, by the Gospels, by the New Testament, the Bible.

And then also through how they have been implemented, if you will, or taught by local bishops as well.

Q. I want to look forward to page 5 of this document and direct your attention to the second to the last paragraph that starts with, "Catholic schools and religious education programs should present basic Christian anthropology to all children in age-appropriate ways throughout the course of a child's education," and then it goes on.

But I wanted to clarify, what do you mean by "in age-appropriate ways"?

A. Yeah. So at each stage of development, we recognize that a child's capacities and also their innocence – their capacities are to be acknowledged, their innocence is meant to be protected.

And so what is appropriate for high schoolers may not be for middle schoolers. Or what's appropriate for middle schoolers may not be appropriate for primary grade students or our youngest schoolers.

So the task of education is always to be responsive to the child and the particular stage of development. And so with respect to Christian anthropology to all children, we wouldn't expect to get into the – a nuanced discussion with kindergartners, for example, on the nature of the human person and the genus and the complimentary nexus that's present, what we call in the church, theology of the body, for example, which is an aspect of the curriculum that we have in all our Catholic schools.

That's probably more appropriate for middle school, late middle school, early high school.

But for kindergartners, we will present, you know, that God created male and female in his image and likeness. And a male body has male body parts and a female body has female body parts. And there is a mission and a vocation that's been written into the very DNA and fabric of our human nature.

Those are concepts that can be presented and taught even to the youngest students, but obviously more nuanced. And then the more deeper discussion, both on theological and anthropological and also biological terms, would happen more appropriately at higher grade levels.

Q. You mentioned kindergartners. What about preschoolers?

A. Yeah, similar to preschoolers. You know, preschoolers are able to hear the stories of creation, the creation of man and woman. In fact, I believe that's one aspect of the curriculum that is asked for preschoolers.

Preschoolers are able to, you know, identify differences between boys and girls. And they're able to also understand, you know, the nature of the family, the mom and a dad, right?

So those are – those are aspects of teaching that can be provided to students even in the preschool.

Q. And I want to draw your attention to page 6. And where it says in the paragraph, “practically speaking,” a few sentences in, it talks about in grades K through 12. And then the next paragraph it talks about middle school and it references 7th and 8th grade. And in that same paragraph, it goes on to talk about high school, which is 9th through 12th grade.

Would you agree that preschool is not mentioned in this document?

A. Yes. Preschool is not mentioned in there.

Q. So is it fair to say that this only applies to K through 12?

MR. DAVIS: Objection to form. Vague of what “this” is.

MS. CARRENO: So I can rephrase the question.

Q. (BY MS. CARRENO) When I say “this,” I’m referring to this document entitled Guidance for Issues Concerning the Human Person and Sexual Identity.

A. No. Yeah. No. I would disagree that this doesn’t apply to preschools. The examples that are being given here are, as it denotes, practically speaking, ways that Catholic schools could provide presentations to parents on the subject. But it doesn’t preclude that

this document wouldn't apply to preschool programs as well.

The authors failure to note preschool parents in here I don't think has any significance, in my view at least, to the applicability or impact on the applicability on preschools.

Q. So why is preschool the only grade that isn't contained in the examples in this document?

MR. DAVIS: Objection. Asked and answered.

A. Yeah. This – as I noted, this section borrows, I believe, from the – borrows heavily from the document that was written by the three co-authors. Yeah.

I can't speak to their decisions, ultimately, on how they wrote this. But from our perspective, yeah, there was – there was no intention on our part to leave out preschools.

Yeah. I don't. You would have to ask the authors why they chose not to include preschools specifically in their examples.

Q. (BY MS. CARRENO) So when you say "the authors," you've referring to the three women that you identified as Theresa Farnan, Susan Selner-Wright, and Mary Rice Hasson? Those are the authors?

A. Yes. Correct.

Q. And they did not include preschool in the "Catholic Schools and Gender Ideology: General Principles and Recommendations." Is that your testimony?

MR. DAVIS: Objection. Misstates testimony.

A. No. They didn't include preschool in the examples that you're highlighting here, is what I was getting at.

Q. (BY MS. CARRENO) So I'm trying to understand, did you write the Guidance for Issues Concerning the Human Person and Sexual Identity, or did the three authors that – the three doctors that I just described?

A. Yeah. As I noted, I put the document together, pulling from the document that the three authors wrote. So this is my compilation of excerpts that were drawn from their document, ultimately. It's not my original piece, so – to be clear.

Q. Is there anything in this document that is not an excerpt from those three doctors?

A. Yeah. If you can scroll up. So all the question and answers that you see here, this comes directly from their document. Yeah.

The terminology pieces here, this might be. Very genuinely, I don't recall. We put this together in 2018, 2019, so it's been sometime, and I can't genuinely recall where we, perhaps, edited or took some license on our end, as we were compiling this, to add some things.

But it would most likely be on this page here. Everything else below, though, for the most part, is coming directly from the sources cited.

Q. And the question and answers, are those something that you and Mr. Staudt wrote, or are those from question-and-answers ones that you pulled from the other document?

A. Yeah. No. All pulled from the other document. They did a marvelous job at encapsulating all aspects of what we wanted to provide guidance on.

So I don't – yeah. I don't recall us adding any additional questions or answers to this.

Q. And then the recommendations, are those also recommendations that were pulled from that document?

A. Yes.

Q. And I want to move on to page 9. And in paragraph C, it talks about atypical expressions of masculinity and femininity. And the recommendation below is that “Educators should be familiar with variances in child development, the uneven arrival and progression of pubertal development and the broad range of personal interests, style” – excuse me – ”and preferences among boys and girls. Schools should allow for individual differences, within the limits of the school's chosen dress code or other relevant policies, while upholding standards that recognize sexual difference.”

How do you interpret atypical expression of masculinity or femininity?

A. Yeah. You know, I would offer the example of a young lady who perhaps prefers to play with boys versus girls; maybe then dislikes wearing dresses and prefers to wear pants; prefers to play sports instead of the games that girls may be playing, you know, on strict binary male/female cultural lines, right? So that could be, you know, an atypical expression.

Or similarly, you know, a boy who, perhaps, isn't engaged in athletics like the rest of the boys do in a

class or takes interests that might be categorized as being more feminine.

Yeah. All those could be considered atypical expressions. That would be my understanding, at least, of that.

Q. And these types of atypical expressions, using the term from the document, would not be inherently prohibitive of a child's participation in an Archdiocese preschool program; is that correct?

A. That's correct.

Q. And why would these not be problematic for the Archdiocese religious beliefs?

A. Well, nowhere there is there a declaration by the child or – again, assuming that there isn't any declaration by a child or by a parent that because of these atypical expressions, they are now of a different gender or they now need to be accepted as being of a different gender.

That's really the problematic aspect of things, is when this notion of gender fluidity starts to come in versus, again, what – you know, what I think the authors are getting to here, which we would agree with in the Archdiocese, is that in the development – in child development, there are manifestations of behaviors or interests and likes that could cross the gender lines, if you will, between male and female.

And – but I think where we would separate that from gender confusion is, you know, the moment that a child starts to say, Well, I am a girl – if they're a biological boy and say, I'm a girl now because – or if they're a biological girl and they say, I'm a boy now, and then parents start to say, Yes, this is who they are

and so, please, call them by this name, refer to them by these pronouns, let them use the opposite sex restroom, et cetera, et cetera, that's the ideology, that's the problematic piece that the Archdiocese of Denver would have significant issues with.

But these atypical and developmentally appropriate expressions that we're discussing here aren't problematic insofar as, again, it doesn't begin to get blurred, ultimately, and we allow nature to run its course without it being blurred by a gender ideology.

Q. And is part of – strike that.

Is the Archdiocese concerned about these types of issues arising with 4-year-olds?

A. Well, which types of issues?

Q. The ones that you just described, where they would cross over from – let me use the right terminology – where they would cross over from atypical expressions of masculinity or femininity into areas which would be inconsistent with the Archdiocese religious beliefs.

A. Yeah. Unfortunately, we're seeing a rise in these cases and issues and even at the youngest age groups. Again, I don't know that we have yet, at the preschool level, had to work through a situation like this yet, at least here in the Archdiocese of Denver.

But, yeah. Is there a concern? I think there is a concern, given where the culture and where society have trended towards on this.

Q. And you said that this is not something at the preschool level that the Archdiocese has encountered yet?

A. Yeah. To the best of my knowledge at this point, that's correct.

Q. In terms of the dress code for Archdiocese preschools, are boys and girls typically both permitted to wear pants?

A. Typically, yes. There will probably be some preschools that might be a little bit more strict on the rules and will actually only allow boys to wear pants and ask that girls wear skirts or dresses.

Q. Are you familiar with Wellspring's dress code?

A. No. No. I can't say that I am.

Q. Okay. We can ask these questions to Wellspring.

But assuming that the dress code permitted both girls and boys to wear things like pants or shorts, that wouldn't be a problem for the Archdiocese?

A. No.

Q. And, again, atypical expressions of masculinity or femininity wouldn't be an obstacle to enrollment of students or their families for the Archdiocese; is that accurate?

A. Yes. That's accurate.

Q. I want to go to page 11 of the same document. And this paragraph that starts with, "When a student experiences distress or conflict over his or her sexual identity," about halfway through that paragraph it says, "The school has discretion to make accommodations, e.g., private access to a private bathroom, in order to address concerns about any student's safety or privacy, while taking steps to ensure that those accommodations are not perceived

by other students as an endorsement of the student's asserted identity or of gender ideology's core idea; that a person's authentic identity might differ from biological sex."

Do preschools have the ability to offer these types of accommodations which are described on page 11?

A. Just to clarify, do they – for example, are they able to? Do they have the facilities to do that? Is that where you're getting at?

Q. If you want to take a second and read the paragraph, I'm just asking whether this paragraph means that preschools have discretion to make certain accommodations around things like bathroom usage.

A. Oh, okay. Yeah.

Yeah. You know, again, I think this is where taking individual student's situations on a case-by-case basis, it's certainly within their discretion.

You know, I think I would read this in the context of the first – the opening of this paragraph, which is, if we have a student experiencing distress, that distress is a very real thing, especially if there's a diagnosis of gender dysphoria.

The dysphoria does cause significant distress and anxiety. So as with any students that we have who experiences stress and distress or anxiety, gosh, our hope would be that our schools would be responsive and loving towards that child in the moment and allow them the necessary discretion to make whatever accommodations are needed to minimize the distress and the anxiety that they're experiencing in a particular moment.

But ultimately, here, right, I think if that accommodation is being made, I would also hope that the school is working on other aspects with the family.

This would – this kind of a situation, where the school would accommodate, would also have to come with families being supportive of the school and the church’s teaching and the school’s position, ultimately, for this to work; otherwise, I think it could fall in what the authors are cautioning here, which is that there could be an endorsement of an asserted identity if the parents and the school are not in lockstep on this, ultimately.

Q. Moving ahead to page 13 of this document. At the very bottom of that page, it says, “We would be remiss if we did not note that the religious liberty claim is strongest when the Catholic school ensures that all of its policies and practices are consistent with the teachings of the Catholic Church and openly conveys its intention to remain faithful to the teachings of the magisterium.”

What does this paragraph mean?

A. Yeah. I mean, I think this is getting at possible allegations of discrimination against the school, ultimately, and that our schools would not have the – would be in the strongest position to be able to defend itself against a claim of discrimination if everything that we do in the school is rooted in the teachings of the church and remaining in fidelity to the teaching magisterium of the church.

So, again, I think this is – that is ultimately what’s being conveyed from this paragraph.

Q. And you had mentioned the magisterium earlier. What is the magisterium?

A. Yeah. So the magisterium is the teaching authority. It's another phrase for the teaching authority of the church, as carried out and exercised by the pope, in communion with all the bishops as well.

Q. And how do you – how does the Archdiocese determine what's carried out by the pope and the bishops?

MR. DAVIS: Objection to form.

A. How do we – how do we determine what's carried out by the pope and the bishops?

Q. (BY MS. CARRENO) Yeah. So you said the teaching authority of the church, as carried out by the pope and the bishops.

And so I'm trying to figure out if that's documentation that the Archdiocese receives. Are those statements? Or how does the Archdiocese become familiar with what's carried out by the pope and the bishops?

A. Yeah. Okay. Yeah. There is different degrees of strength of teaching, if you will. So we'll put it in those terms.

So depending on what the – so primarily it's through documents. And those documents of the highest degree are going to be encyclical documents.

So these are direct statements written by the pope himself that are released to the universal church. There's apostolic letters. There are apostolic exhortations, which are another degree below that.

There is other documents, teaching documents, that come out from the various departments in the Vatican, and those have teaching authority, too, and so are sent out to various diocese across the – across the globe.

And then more ordinary or common teaching forms would be, yeah, statements or a teaching that the pope gave, for example, at an audience, or statements that he – speeches that he makes at a particular function where he is speaking as the Holy Father, as the pope.

Or even bishops who, locally, right – Archdiocese Aquila just recently released an apostolic letter, a pastoral letter on the subject of marijuana, which is, again, a teaching instrument that he has implemented for the faithful in this Archdiocese.

So yeah. Just to give you an example, there's various forms and degrees and levels of teaching and teaching authority and weight that ultimately comes with the various roles, from the pope down to his Curia departments at the Vatican, down to the local bishops overseeing diocese in their respective regions and corners of the world.

Q. So does that guidance or those positions, do they change and evolve over time at all?

MR. DAVIS: I'm going to object as to relevance. The archbishop is the authoritative interpreter of Catholic doctrine within the Archdiocese of Denver, so I'm not really sure what this line of questioning is getting at.

Q. (BY MS. CARRENO) And, Mr. Moo, you can answer the question.

A. Yeah. Your question is, does this doctrine develop?

Q. Does it evolve or change over time?

You gave me an example of a position on marijuana. Is that something that may change or evolve over time?

A. Yeah. So the church – the church is actually pretty clear in their teaching. And the catechism in the Catholic Church, if you will, becomes the center point and compendium of what is true and good and needs to be adhered to and abided by and believed by believers and by faithful Catholics. And so in some way, that serves as the foundation, ultimately, for anything else.

There are subjects or matters of prudential judgment, but ultimately – one of the principles that's present in the church, ultimately, is that all these must be looked at in a hermeneutic of continuity, we would say. And that's that, you know, from pope to pope even, teaching is built, and the moment that a teaching begins to undermine or contradict something that has been a longstanding foundation or belief and is not respectful of tradition, that's not – that is actually something that can't be accepted.

So I suppose it develops insofar as it allows us to be able to gain a better – a more coherent understanding of how the truths of the faith apply to circumstances and realities of the current time.

But it would actually be a violation of the faith to make a 180-degree reversal on something that the church has long taught. And if it seems to come as an evolution or development out of – yeah, maybe out of nowhere, that's not consistent or inline with church teaching and the church's long-standing tradition.

So, yeah. I suppose that's what I would offer there. Development and evolution are terms, though, that don't really capture, I think, again, the sense of continuity that the church is constantly striving for and reaching for. And you see this sense of continuity.

We would understand a teaching within the context of other teachings in continuation and consistent with other teachings that have come before. So what the Holy Father Pope Frances teaches is building on what Benedict taught and what John Paul II taught and John Paul I and Paul VI, et cetera, et cetera.

And so they would be – I would – I can't speak for the Holy Father, but I think you could see in his own writings and his teaching a reference document that speaks to this continuity.

But they don't have an authority to go back and all of a sudden make a change and decide to make a change or develop something because it doesn't – it doesn't necessarily gel with what's happening in the present moment. So yeah. So I suppose I would offer that there.

Q. Okay. And I just have a couple more questions and then we'll take a break. I know we've been going for kind of a long stretch here.

We had asked some interrogatory questions, that you had signed off on, about any instances in the last five years in which any of the Plaintiff preschools denied a preschool applicant's request or their family's request or denied some type of an accommodation regarding gender identity, sexual orientation or things like pronouns or bathroom facilities.

And the answer was that none of the Plaintiffs were aware of any of these instances happening in Plaintiff preschools over the last five years; is that correct?

A. Yes. That's correct.

Q. On page 16 of the same document that we've been looking at, the first full paragraph on that page says, "Accordingly, the school should be attentive to situations that might cause confusion about the nature of marriage. In these situations, the school should seek guidance from the diocese which can assist them in assessing the possibility of enrollment."

Is this referring to things like same-sex couples or the examples regarding asserting different gender identity that you had given before?

MR. DAVIS: Virginia, I think if you scroll down the paragraph, it will tell you what it's referring to.

Q. (BY MS. CARRENO) And, Mr. Moo, are you able to answer that question?

A. Yes. It's referring to same-sex couples.

Q. I'm sorry. I think I mispronounced your name now, Mr. Moo. Apologies.

And so according to this guidance, if that was the situation that came up at one of the Archdiocese preschools, the guidance is that that preschool should reach out to the Archdiocese for further discussion; is that correct?

A. Yes.

Q. And to the best of your knowledge, neither of the Plaintiff preschools has reached out to you regarding that situation in the last five years?

A. For their preschool programs, no.

* * *

Q. (BY MS. CARRENO) And, Mr. Moo, I just want to back up a little. You said a bunch of times, when we were talking about the guidance on – guidance for issues concerning the human person and sexual identity, that the Archdiocese schools and the Archdiocese would make decisions on a case-by-case basis.

Can you tell me a little bit more about what you mean by that?

A. Yeah. We have found that it would, actually, in one sense be really difficult and in another not, just to be able to have one policy that's black and white and addresses the complexities of issues pertaining to, again, gender identity, sexual identity.

So we have a very clear foundation of church teaching, is what we believe. The guidance itself provides a sense of what that foundation – what the implications of that foundation and the church's teaching would be.

And that's the starting point for them looking at each situation and determining what is there. How can the school work with the situation? Where can it not? And then working with pastors and school leaders who, ultimately, can discern the right course of action.

Yeah. So I think when we refer to case by case, that's precisely it. That when an issue arises in this realm, that we want to treat the situation not necessarily as a problem to be solved but really as a family or child situation to be worked with, and then

for it to be determined the extent to which the school can move forward with the situation.

Q. And the example that – one of the examples that we talked about was a child that might be in distress over usage of the restroom. And you had said that, you know, the school would need to – potentially the Archdiocese would need to look into that further.

How would the Archdiocese or the preschool look into that type of situation further?

A. Yeah. The process would be – again, it would be a process. And it primarily – so to be clear, the Archdiocese would not be driving this process.

We would expect the school, the local school leadership, to really drive it, and that being the school principal, principal/director, the pastor, all involved and all understanding and ascertaining what's presenting.

What do the parents think about it? What are their thoughts? What are their requests? What type of support is this child receiving? Is this a diagnoses of dysphoria? Have they been receiving mental health support?

So trying to really kind of understand all the different aspects of the situation, right? But that's not – that's happening through dialogue. That's happening through dialogue, again, at the local level with the leadership of the school.

So our Archdiocesan officials are not the ones coming out and engaging in the investigation or, you know, talking to the kids or talking to the families.

Really, the onus is placed on the local school leadership, and our role is to work with school

leadership, accompany them and discern with them, as they ascertain the facts of a particular situation, ultimately.

Q. And you said that the Archdiocese wouldn't conduct an investigation. But does that mean that the school might conduct an investigation?

A. Yeah. Sure, they would. And, here again, I would say the hope would be that they're not – you know, that this is more a result from the fruits of dialogue with the parents of the child.

So that's what I would qualify here as an investigation, is to look into it and get all the facts of the situation, but, yeah, through dialogue, more than anything else.

Q. And you had mentioned also that Archdiocese preschools typically need to have a meeting with the family before they can enroll a child; is that correct?

A. Yeah. It's a typical practice. We don't mandate that practice in policy. We ask schools to ascertain that families can meet the minimum requirements of their program.

And so they do that a variety of ways. They could do that through the application process itself. They can do that through interviews, which I believe there to be some schools that do ask families to interview before admission.

So – but, yeah. We don't – we don't necessarily mandate an interview, so to speak.

Q. And if, during the application process or the interview process, the school determined that there might be some type of conflict with either the potential student or their family that would interfere with the

Archdiocese or the preschool's sincerely held religious beliefs, how should the preschool further look into that?

MR. DAVIS: Objection. Calls for speculation.

A. Yeah. Again, I think it would be – so if something comes up in conversation or that process, right, the hope would be that the school would look further into it with the parents themselves.

And, you know, one of the – one of the methods that we recommend, again, it's not mandated, but that we would recommend to our schools is to be pretty upfront and very clear with what the school believes, what the school expects of families, what the school is going to uphold and abide by, what the school invites the family into, ultimately, as part of being in the Catholic school and part of the Catholic community at that school. And that through that clarity, that families would be able to identify, ultimately, if this – that school is the right fit for them.

So sometimes that means that school leadership has to be very clear and say, You know, it sounds like there might be something incongruous with our world view and our teaching here and this may not be a good fit.

Other times it could be, you know, Hey, we heard this. Bottom line, to be part of the community, this is what we would expect and it's up to you to determine if you can enter into this with us, knowing that that's the expectation.

So, yes. So, again, I think it – you know, I wouldn't say there's an immediate desire for them to kick people out or to be able to, say, close the door on them right

away just because they happen to say, Well, I don't agree with this particular thing in the church teaching.

It's really going to come down to, ultimately, to what extent is a family willing to, again, at the very least, not undermine the church's teaching, but then be open to supporting what the school is going to be providing the child, ultimately.

And if they're willing and they're making a good faith effort to be open, then – yeah, then schools would be open to them.

But if it becomes clear that they're going to persist in a particular way or be adversarial, then, yeah, I guess the expectation would be at that point that the school would say, you know, This isn't a good fit for you.

Q. (BY MS. CARRENO) Are there situations where the family decides that the school is not a good fit for the family?

A. Yeah. I mean, I've heard from principals that there certainly have been situations like that.

Q. And are there situations where it's mutual that both the family and the school decide that it's not a good fit?

A. Yeah. No. I can't really think of any specific ones on that point. But, yeah. I think it's happened.

Q. Are there reasons, other than the reasons that we've already discussed in terms of gender identity and sexual orientation, where the school would determine that a family might not be a good fit for that school?

A. Yes. So we do have a policy that gives schools discretion to make that determination if the parents' behavior ultimately is undermining the mission and aims of the school program.

So that could be for any variety of behavior, including, you know, aggressive and adversarial behavior towards school leadership or towards a classroom teacher. It could be for undermining school policy and, you know, all matters of policy, right?

So, yeah. So there's – there's plenty of spaces outside of this particular realm of gender identity and sexual identity matters where a school could make that determination, ultimately, if the parental behavior was incompatible with the school's beliefs and values and policies.

Q. I want to switch gears and talk a little bit about enrollment numbers and trends at Archdiocese preschools.

Does the Archdiocese keep track of the enrollment numbers of Archdiocese preschools or any of the Archdiocese preschools?

A. Yeah. So we, going back to about 2018, started to track that. Prior to that, it was really sporadic and not consistent, but in kind of a self-recording fashion. So we ask schools to submit their numbers, preschool enrollment numbers to us.

We, in the early – in 2018, 2019 – so take a step back. Every October, as is typical for most schools, public and private, there's official student counts and you have to complete spreadsheets that they submit to us.

Generally speaking, right, that has been really focused on kindergarten through 8th grade. We started to add a preschool category. Some schools provided that early on; others did not.

But I could tell you, at least the last two to three years, to the best of my recollection, we have pretty – we have pretty solid numbers coming from all our preschool programs.

Q. And so that's something that the Archdiocese tracks, at least since 2018, 2019? Is that what you said?

A. Yeah. Since about that time, if I'm recalling correctly, yes.

MS. CARRENO: And, Mr. Davis, do you know if, when discovery responses were provided, that was – if – I don't believe we were provided enrollment numbers for all 36 schools from the Archdiocese, but it sounds like that's something that they would have.

MR. DAVIS: My recollection was that the interrogatory only asked about the two Plaintiff preschools, but we can – we can discuss that further.

MS. CARRENO: Okay. And I can't remember so that's something that we'll come back to. And so your recollection is it was just – what was provided was just for the two Plaintiff preschools?

MR. DAVIS: Yeah. That's my recollection. I think this is in the context of the interrogatories and interrogatory responses.

MS. CARRENO: Okay.

Q. (BY MS. CARRENO) And so I think that you said, Mr. Moo, that the preschools fill something out and report those numbers back to the Archdiocese.

Did I understand that correctly?

A. Yes. That's correct.

Q. And then are those kept in a spreadsheet or how are those numbers kept?

A. Yeah, in a spreadsheet.

Q. And so – and that's for just the 36 Archdiocese preschools or does that include other schools as well?

A. Yeah. No. This is our general demographic report for all schools. But, yeah, there is a preschool component or section, if you will.

Q. Okay. And so we had talked about some of the different types of Catholic schools and the distinction of schools like – I keep forgetting – the other St. Mary's.

Does the spreadsheet contain information for those schools as well or just the 36 preschools within Archdiocese?

A. Yeah. I do believe that we also receive demographic information from those independent schools. So the National Catholic Education Association is a national organization that collects this type of enrollment data to report out on every year.

And we're – the Archdiocese of Denver Office of Catholic Schools is the central hub for that data to report to the National Catholic Education Association or the NCEA, in short.

So those independent schools, I believe, if I'm recalling the data correctly, do report their general

enrollment numbers to us so that we can report to the NCEA.

I don't know – I don't have the spreadsheets in front of me, so I couldn't tell you in what manner they're disaggregated, but I do know we have – I do think we have some enrollment numbers even for those independent Catholic schools.

Q. And that's the National Catholic Education Association or NCEA?

A. Yes. That's correct.

Q. The Archdiocese and the plaintiffs stated in the pleadings that the Archdiocese serves over 1,500 preschoolers.

Do you know how many preschoolers were enrolled in Catholic preschools this year?

A. How many preschoolers were enrolled in –

Q. Catholic preschools this year.

A. Catholic preschools this year. Yeah. I don't have the number in front of me. It's – it's not too far off from the 1,500 figure that you've received, but we just wrapped up the official count for this year. But, yeah. I just don't have that number off of memory.

Q. Okay. And would that number be on the spreadsheets that you referenced?

A. Yes.

Q. And numbers going back to either 2018 or 2019?

A. Yep. Yep. So we would have the numbers from the – any year we've collected preschool information.

Q. And that 1,500 number, would you say that that's been pretty consistent since 2018 or 2019?

A. You know, we actually – we actually saw an increase right after COVID. Preschool and kindergarten actually saw the largest increase in enrollment, unfortunately, due to the fact that many public preschool programs were closed for an extended period of time, and the Catholic preschools chose to remain open in the fall of 2020.

So we saw a good bump that year, from my recollection, of the numbers; but otherwise, since then, it's – it's held pretty steady.

Q. And then did you say that after that increase, when the public schools opened back up, then there was, unfortunately, a decrease? Did I hear that correctly?

A. No. No. No. To the best of my recollection, it remained steady. I don't think we saw any significant decrease or increase. Just remained steady.

Q. Okay. And that was in just preschools or in Catholic schools generally?

A. Yeah. In Catholic schools generally, yeah.

Q. Any other causes, that you can think of, or issues that may have contributed to enrollment decreases in Catholic preschool numbers in recent years?

MR. DAVIS: Objection to the extent it calls for speculation.

A. No. I mean, nothing of significance, like a pandemic, for example. You know, general enrollment trends are always impacted by local – local circumstances and situations and there could well be some trends at individual schools based off of maybe

some instability in leadership or turmoil in the community.

But, you know, that's par for the course. And yeah. But in terms of a general circumstance that has led to a significant across-the-system trend, no, nothing else that I can think of right now.

Q. (BY MS. CARRENO) And you broke up a little bit. What were the two examples of local trends that you mentioned?

A. Yeah. Leadership instability. So sometimes we've seen at schools that when there's leadership transitions or challenges, that that can result in enrollment decline or, you know, turmoil in the community. And, you know, that could be defined a number of ways.

But, yeah. Those are one-offs that can happen from time to time in the school world.

Q. Do you – are you aware of whether St. Mary's or Wellspring has struggled with decreased enrollment in the last five years?

MR. DAVIS: Objection. Calls for speculation.

A. Yeah. Not – not at St. Mary's in Littleton. Wellspring is actually a reboot program from a previous school that was shut down in 2018, the spring of 2018, and remained closed for a year.

So it remained closed for the '18/'19 school year and then reopened in the fall of 2019 as Wellspring Catholic Academy. So you would have seen, at that point, some fluctuation just by virtue of the fact that a school program was closed or paused temporarily and then reopened a year later.

But, yeah. But otherwise, in the history of that school, that would be the one thing to point out.

Q. (BY MS. CARRENO) Do you know if any of the Archdiocese preschools have raised their tuition in the last year?

MR. DAVIS: Objection to the extent this is outside the scope of the 30(b)(6) notice.

A. The what? I'm sorry. What did you say before tuition? It cut off there.

Q. (BY MS. CARRENO) Yes. Do you know if any of the Archdiocese preschools have raised their tuition for this school year?

MR. DAVIS: Virginia, to the extent this – I mean, I don't see this in the 30(b)(6). You're free to ask Elias, in his, you know, individual capacity in that deposition.

MS. CARRENO: Yeah. And just to be clear, I believe this goes to Topic 14. I'm just exploring whether – the enrollment trends and enrollment at different Archdiocese schools and whether there may be some correlation between tuition and those numbers.

MR. DAVIS: I don't think the witness is prepared to speak about tuition on the behalf of the Archdiocese as a whole. If he wants to answer in his individual capacity for the deposition, I think that's fine.

* * *

MS. CARRENO: So we disagree – obviously, it sounds like we disagree on whether this is within the scope of the 30(b)(6) or not. But to the extent that Mr.

Moo can answer the question in his personal capacity, we would ask that he do it as part of this deposition.

Q. (BY MS. CARRENO) Mr. Moo, you can go ahead

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* * *

Q. (BY MS. CARRENO) Okay. Mr. Moo, do you need me to repeat the question?

A. Yes, please.

Q. Okay. Have any of the Archdiocese preschools raised their tuition for this school year?

A. Raised their tuition for the school year. Yes, I believe they have. I don't have the information, the data in front of me to be able to tell you how many. But generally speaking, schools are raising their tuition to, you know, at the very least cover the rising rates of inflation.

So you're going to see a gradual increase, at the very least, every year, as expenses go up every year, naturally.

Q. In your declaration, you have said — in your August declaration you said, “When Archdiocese preschools have a wait list, they prioritize Catholic families active at parishes within the Archdiocese over non-Catholic families.”

What did you mean by that?

A. Yeah. You know, it's one of the criteria that can be put in place when the school is in the fortunate situation of having a wait list, and that being that, you know, as soon as the class is full, then those families on the wait list would be given priority according to, you know, a certain set of criteria.

And one set of criteria that schools can employ is that affiliation, Catholic affiliation, where that's – as parishioners at the parish that has the school or affiliation with another parish, let's say. And then there might be nonaffiliated people who say they're Catholic but aren't necessarily involved or active in the parish. And then there's others who are not Catholic that, you know, again, might fall at a lower level of priority, ultimately.

So, additionally, too, you know, if they have siblings at the school, that could be another layer of the criteria that bumps them up on the wait list. So just for the purpose of filtering the families on the wait list and being able to give priority if spots were to open up.

Q. How often – you said if schools are fortunate enough to have a wait list. How often do Archdiocese schools have a wait list?

A. Yeah. Not very often, unfortunately. It would be a great problem to have. But by and large, I think we see we have a lot of empty seats still in our schools, particularly our preschool programs.

Q. So does that mean that the Archdiocese does not prioritize enrolling Catholic families active at parishes within the Archdiocese over non-Catholic families when there's not a wait list?

A. Yeah. That's correct. I mean, I think all families are given an equal shot, if you will, at enrollments if there's not that wait list, yeah, especially if there's empty seats to be filled, usually on a first-come first-serve basis.

Q. When you are talking about Catholic families active at parishes within the Archdiocese, can you tell me what that means?

A. Yeah. That can mean a couple things; one, that they are registered contributing members of a Catholic parish community. So that could mean that they have physically completed their registration form, where they sign up as parishioners at that parish.

Oftentimes that means that they're tithing on a regular basis, so there's a record of donations and tithing that's coming to that parish.

And sometimes it could mean that it's families that live in the geographic boundaries of that particular church or parish as well. So those are – those are the ways that we would use the term “parishioner” here.

Q. So if the term “parishioner” – I just want to go to the definition that you had provided.

A parishioner is considered Catholic individuals residing in the geographic boundaries of the parish or who are registered with the parish, typically by submitting basic demographic information to the parish's office.

A. Right.

Q. So it could be either of those situations that a family or a person would be considered a parishioner?

A. Yes, largely speaking. Generally speaking, yes. I think if we're – if we're talking about, you know, criteria for verifying the extent to which someone is active, it would be a bit different. But the term “parishioner,” yes, would be qualified as such.

Q. According to the documents submitted by Plaintiffs in this case, the Archdiocese is a spiritual home to roughly 610,000 Catholics, across 149 parishes, stations, and mission parishes in Northern Colorado. Is that accurate?

A. Yes.

Q. And those 610,000 Catholics, where does the Archdiocese – how does the Archdiocese obtain that information?

A. Yeah. So there is – there is a couple of ways that that's gathered. One would be there's an annual parish count. So similar to schools, there's a day in October that all parishes are asked to count the number of people that are present at the celebration of the Holy Mass on a given weekend. And that data is collected by the Archdiocesan leadership.

Since this data is also used here – and I believe that's probably what has accounted for the 610,000, ultimately. Because the term “Catholic” really doesn't necessarily imply attendance at Mass as much as it implies there's affiliation, ultimately.

So I think the census data is ultimately what's used and refined by the geographic – or defined – excuse me – by the geographic boundaries of the Archdiocese itself.

So, yeah. Those are the two means I know of data collection that exists to verify the number of Catholics, but then also participation.

Q. And so all 610,000 of those Catholics, as I understand, are not necessarily associated with a parish or a church; is that correct?

A. Yeah. I don't know that we could say that. My understanding is those 610,000 are people who affiliate as Catholic.

Q. And in determining who affiliates as Catholic is how you just described, the census data and the other data that's reviewed?

A. Yep.

Q. The 610,000 Catholics across 149 parishes, stations, and mission parishes. What is a parish?

A. A parish is a geographic area that is overseen by a pastor. Oftentimes, it has a church structure that serves as the church of that parish. Or, you know, the term "parish" sometimes has become synonymous with church or vice versa.

But technically speaking, according to how church law defines parish, it would be this geographic area that is placed under the spiritual care of a parish pastor who's appointed by the archbishop.

Q. What is a station?

A. My understanding of a station is it's a location where Mass, the Holy Mass, can be offered and celebrated but is not a permanent community of faith.

Q. And what is a mission parish, as opposed to just a parish?

A. Yeah. So mission is typically a part of a parish and may offer limited – a limited number of Holy Masses or other sacramental opportunities, but is not the primary place of worship for that geographic area.

So, yeah. There's a number of locations like that, where there could be these mission locations. They're usually chapels or perhaps other churches that just

didn't have the faithful – or the number of faithful to be able to carry out regular service and so forth and so it got relegated down to a mission status.

It's a categorization that exists in church law for a particular situation.

Q. So based on the definition of a parishioner, that we just went over, individuals just have to be Catholic and live within the geographic boundary of a parish to be considered a parishioner?

A. Yes.

Q. Do you know if those members, the 610,000 Catholics within the Archdiocese territory, have gone up or gone down in the last five years?

A. Yeah. That, I don't know.

Q. Do you have any idea if there have been any fluctuations in those numbers?

A. Any idea of what? I'm sorry.

Q. Any fluctuations in those numbers.

A. No. No. I can't say even that I know if there's been fluctuations. My general impression is that it's been steady.

Q. Does the Archdiocese keep track of those numbers?

A. Of the numbers of the faithful, Catholic faithful?

Q. The Catholic parishioners within the Archdiocese boundaries.

A. Oh, the parishioners. Yeah. So every parish keeps track of its parishioner base. And I believe, if I'm recalling correctly, the vicar-general, Father Dollins,

who I mentioned in that annual report that's submitted, is the one who keeps track of, again, the count of people coming to Holy Mass and also the number of registered parishioners at that parish.

Q. That was the National Catholic Education Association or was that something else that you mentioned?

A. No. Yeah. The National Catholic Education Association is only tracking national school – Catholic school enrollment numbers, yeah, not parishioner information.

Q. Got it. And can you clarify what you had mentioned, where that information might be available or where that information might be tracked?

A. On parishioners?

Q. Yes.

A. Yeah. So, again, there is a day in October that the Archdiocese asks all parishes to do a count, submit a count of the number of people that came to Mass in that given – on that given weekend. So that becomes the official count, Mass count, it's called, for the year.

And with that, I believe is also submitted the number of registered parishioners. It's not a spreadsheet I have access to. That's kept in another department with the vicar-general. Excuse me.

Q. The vicar-general, that's Father Dollins?

A. Yes. Correct.

Q. And do you know whether the number of Catholic parishioners has gone up or gone down or generally stayed the same in the last five years?

A. Yeah. My impression is that it's generally stayed the same. As you know, as I was describing with schools earlier, fluctuations at individual parishes based on local circumstances and realities. But, yeah, I wouldn't be able to speak to exact trends at this point.

Q. Does the Archdiocese use the term "congregation"?

A. Not as an official category. Maybe at an informal discussion or when referring to the members, the parishioners or the members of a parish. But congregation isn't typically a term – I don't know to what extent it might appear even in official documents, but it's not a typical term.

Q. Okay. So it sounds like a parish is a more common term within the Catholic Archdiocese than congregation.

A. Yes. Yeah. I would say so.

Q. Are any – does the Archdiocese allow –let's strike that.

How does someone join a parish?

A. Yeah. So, again, the simplest way is they start showing up on Sundays. They start to attend Mass, attend parish events. To be officially registered, they'll go to – they'll complete an online form or go to the parish office and sign up with some demographic information on their family. They'll start receiving the sacraments at that parish.

So that's generally how folks become parishioners. It's largely through their attendance, but also through the registration process and also through tithing at that location.

Q. Are same-sex couples allowed to join Archdiocese parishes?

A. You know, I have not seen a rule that does not permit them to join. I think the question becomes to what extent are they able to participate in a life of the parish, but that's a matter that pastors are going to ultimately have to discern.

Q. What about transgender individuals? Are they – is there any restrictions on transgender individuals joining Archdiocese parishes?

A. Yes. Similarly, I don't think there exists a rule that says that a transgender individual cannot be part of a parish community. The question is really going to come down to, to what extent can they participate in the life of the parish community?

I might, add, too, the distinction for both of these situations that the Holy Mass is open to anyone that wants to be there and participate at the Mass.

That's the prime place where we believe that we encounter Jesus Christ and come to adore and worship him. And that's a place of refuge for all sinners and all people. And so a same-sex couple and a transgender person can – yeah, can come to Mass.

So no one is going to be barred from coming and participating in the holy sacrifice of the Mass, ultimately. But I think, you know, with respect to then, from there, activity in the life of the parish, involvement with ministries, that sort of thing, that's probably where there's going to be some discernment made by the pastor ultimately.

Q. And you had mentioned that one of the ways that an individual might join a parish is they would start receiving the sacraments.

Is that something that a same-sex couple or a member of a same-sex couple would be able to participate in or receive?

A. Yeah. That, I think, is ultimately going to need to be determined by a pastor discerning with that same-sex couple, let's say.

So the sacrament of marriage is not going to be possible for them to receive. The church is pretty clear on the fact that marriage cannot exist in sacramental form between two people of the same-sex. The sacrament of baptism is going to be also one that is going to come down to a discernment on what the Vatican has instructed on multiple occasions, which is that there has to be well-founded hope that the child will be raised in the faith.

And at least locally here, the directive that pastors have received from Archbishop Aquila is that this is a matter to be discerned very seriously and with their use of prudence, ultimately.

You know, some of the other sacraments, the sacrament of reconciliation is available to all who are seeking contrition – who have contrition and are seeking forgiveness for their sins.

So, yeah. That wouldn't be withheld from someone who's in a same-sex relationship. But, you know, for the graces of the sacrament to be made available to that person, they would have to also resolve to not persist in the sin, ultimately, that they're confessing.

So those are some examples. But, again, you know, I can speak generally here with respect to what might be possible based on church teaching, but by and large, these are situations that are going to need to be discerned and discussed with a local pastor and his parishioner, even if that member of the community happens to be a person or, let's say, a couple that's a same-sex couple or a person who's in a same-sex relationship.

Q. And you mentioned that for baptisms, it comes down to – or maybe one of the factors comes down to what the Vatican has instructed on baptism.

Did I get that correct?

A. Yes.

MR. DAVIS: Objection as to relevance. This case is not about baptism or sacrament of marriage or confession or any other sacraments.

Q. (BY MS. CARRENO) You can answer, Mr. Moo.

A. Yes. I had said yes.

Q. Are you aware that the Vatican made an announcement, on November 8th of 2023, that transgender people can be godparents at baptisms and be baptized themselves?

A. Yes.

Q. And would that have an impact on decisions that the Archdiocese make?

A. No. And, frankly, because there – there hasn't been a change in church teaching on the matter.

Q. So would you agree that transgender people are able to be godparents at baptisms?

MR. DAVIS: He just –

A. I'm sorry. Can you restate your question?

Q. (BY MS. CARRENO) Yes. The question was, would you agree that transgender individuals can be godparents at baptisms in the Catholic Archdiocese, Denver Archdiocese?

MR. DAVIS: Objection as to relevance.

A. My understanding of the response is that the Dicastery for the Doctrine of the Faith, that was submitted by a priest from Brazil, which you're referring to here, is that it could be possible if – and I think there's a large if here – again, this is where, as I mentioned earlier, some of the media headlines have – and, well, probably can't expect, I think, media headlines to fully kind of understand the continuity of theology here on this matter ultimately.

But the responses to the questions that were submitted on this topic refer back to the conditions for a transgender person, let's say, to be a godparent would also be the ones that would be imposed on any person.

And that's – but they also say very clearly that caution must be taken to ensure that scandal is not – that this isn't a cause for scandal or confusion in the community.

So I think my sense is that what the Vatican here is doing is merely saying that, yeah, there could be a circumstance where, let's say, there's a person who's undergone surgery and because of that right, a biological male now appears to be female; thus, maybe characterized as transgender, but has repented of a lifestyle that's incongruent with the church's

understanding of the nature of the human person and is actively trying to live their life in conformity with church teaching, which is one of the requirements for being a godparent, that they would be able to accompany parents in the instruction of the faith and in giving witness to the truths of the faith. But if that person, right, happens to be pursuing being – in living in a manner consistent with the church’s teaching, that it could be permissible for a pastor to allow them to be godparents.

So, if anything, I think it’s – it’s providing clarity on a particular way to approach it, but not creating a universal – a new universal norm, especially if the Dicastery for Doctrine of Faith is intentionally saying that pastors must be – must be cautious and must ensure that allowing a transgender person to be a godparent is not going to cause scandal and confusion to the faithful.

Q. (BY MS. CARRENO) And so similar to what you talked about before, in evaluating whether or not a family with a transgender individual could enroll a child at one of the Archdiocese preschools, would this type of determination also be a case-by-case determination that the Archdiocese would need to make?

MR. DAVIS: Objection. Misstates testimony.

A. That determination of what exactly?

Q. (BY MS. CARRENO) Whether or not a transgender individual could be a godparent. Would that be a case-by-case determination?

A. Yeah. Possibly. The archbishop has not yet weighed in on – because, ultimately, you know, the

bottom line is, the archbishop, as Canon Law lays it out, is the Father and the authority of his local church.

So, you know, again, what the Vatican here has provided is not a universal norm or a law that now has to be implemented in every diocese. But the chief shepherd or the chief authority, in this case here the Archbishop of Denver, would certainly, day-to-day, have the final say and need to weigh in, and he hasn't weighed in on that yet.

So would it be permissible on a case-by-case basis? Maybe. But that would be something that the archbishop, at the end of the day, is going to have to weigh in on and have a say on.

Q. I want to back up. I realized, when we were talking about the spreadsheets that track enrollment of Archdiocese preschool enrollment and general Catholic school enrollment, I wanted to ask whether or not the Archdiocese tracks enrollment at any of the Catholic Charities Head Start preschools.

A. Yeah. We do not. So the Office of Catholic Schools does not. I don't know if Catholic Charities does. They might. But the Archdiocese of Denver does not.

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MS. CARRENO: And I believe those are all of the questions that I have for Mr. Moo. I did want to follow up on a few items that were referenced in the deposition and just request that we receive copies of those.

The Buell Hoyne Foundation grant information, I believe that that would have been responsive to Interrogatories 7 and 8. So any information regarding

those grants or applications for those grants, we would ask that those be provided.

MR. DAVIS: Sorry. The what grant information? I didn't hear what grant you said.

MS. CARRENO: It was the Buell Hoyne Foundation grant that Mr. Moo had mentioned at the beginning of his testimony.

MR. DAVIS: Oh. So that's a private foundation, Virginia. The question was about government grants, so I don't think it's responsive.

MS. CARRENO: It says, "Identify all federal, state, or local grants, funding reimbursements or awards you or any preschool identified in Interrogatory Number 2, since January 1st of 2018, related to education programs or operations of any school, preschool, or otherwise under the control or direction of the Archdiocese of Denver."

MR. DAVIS: Right. And my point is just that this is not a federal, state, or local grant. It's a private philanthropic foundation.

MS. CARRENO: From the way you described it, I was under the impression that it was a local – it's a local Denver-funded grant.

MR. DAVIS: Feel free to ask the witness. You know, I shouldn't testify as to – my understanding is that's a private foundation, but he's under oath so . . .

Q. (BY MS. CARRENO) Okay. Mr. Moo, what is the Buell Hoyne, to your knowledge?

A. Yeah. The Temple Hoyle Buell Foundation is, my understanding, a private foundation.

Q. Is there any affiliation with the City of Denver?

A. None that I'm aware of. Again, that doesn't preclude that there could be. Just I'm not aware of an affiliation with the City of Denver.

Q. Okay. And I would just ask if, after this deposition, Mr. Moo learns that – if Mr. Moo learns otherwise, that Plaintiffs supplement their interrogatory requests – or their interrogatory responses in the production.

MR. DAVIS: Understood.

MS. CARRENO: And then there was also a reference to a template of a letter that schools that wanted to participate in the UPK program would submit with their registration, knowing that they wouldn't sign the UPK provider agreement.

We would also ask that any templates of that letter, that was provided to the schools, be disclosed.

MR. DAVIS: Okay. I think we provided you an as-sent version, which may be the only one – the one that we've seen, but we'll look for that.

Yeah. Thanks.

MS. CARRENO: And then also, if there's a – for the May 26th meeting, there was an indication that the parties were asked to register for that meeting. So any registration lists of that meeting, we would ask that that be provided as well.

MR. DAVIS: We can look for that.

MS. CARRENO: I think that covered everything. So other than that, I think we can just go off of the record and talk housekeeping for tomorrow.

MR. DAVIS: Actually, I do have a couple questions for Mr. Moo on redirect.

MS. CARRENO: Sure.

EXAMINATION

BY MR. DAVIS:

Q. All right. Mr. Moo, just a few questions for you. First, if a student or a family identifies as LGBTQ, do they get admitted to an Archdiocesan preschool on the same terms as everybody else, or is the school supposed to find out more information about their situation and its congruence with church teaching?

A. The school is supposed to find out more information.

Q. And sometimes, after considering it further, the school might decline enrollment; right?

A. Correct.

Q. So the Archdiocesan preschools, they do not provide an equal opportunity to enroll regardless of sexual orientation or gender identity; is that right?

A. On that basis, that's correct.

Q. Okay. And in making these enrollment decisions, they're expected to follow the Archdiocese, as we discussed earlier, in the Guidance for Issues Concerning the Human Person and Sexual Identity document?

MS. CARRENO: Objection to form.

A. Correct.

Q. (BY MR. DAVIS) Okay. Mr. Moo, you testified earlier about the CCAP program. Do you recall that testimony?

A. Yes.

Q. Okay. And some Archdiocesan schools participate?

A. Yes.

Q. Okay. Does CCAP have a matching process like UPK does?

A. I do not believe that they do. No.

Q. Okay. So Archdiocesan schools that participate in CCAP, can they still, in practice, require families, even families that might go on to be eligible to participate in CCAP, they can require those families to go through the ordinary enrollment process?

A. Yes.

MS. CARRENO: Objection to form.

Q. (BY MR. DAVIS) Okay. So in practice, is it your understanding that by participating in CCAP, Archdiocese preschools haven't been required to accept all referrals regardless of sexual orientation?

A. In practice, sure. Yes.

THE REPORTER: Did you have an objection to that one, Virginia?

MS. CARRENO: Yeah. Just objection to form.

Q. (BY MR. DAVIS) Mr. Moo, you testified earlier that at one point, the Archdiocese understood UPK to exclude classes operated primarily for religious instruction. Do you remember that?

A. Yes.

Q. Okay. But if it turned out that the provider agreement didn't actually include that exclusion, then the exclusion would no longer be a reason for a preschool not to sign the agreement, would it?

MS. CARRENO: Objection. Form.

A. No, it wouldn't. Yeah.

Q. (BY MR. DAVIS) Okay. And even if there were such an exclusion, would the Archdiocese preschools still be free to participate in UPK to the extent that they can get reimbursement for classes not operated primarily for religious instruction?

A. Yeah. Can you repeat that again?

Q. Sure. If there were no – excuse me.

If there were an exclusion for classes operating primarily for religious instruction, would the Archdiocese preschools still be free to participate in UPK to the extent that they have classes that are not operated primarily for religious instruction?

A. Yeah. That there would still be some eligibility for participation there.

Q. Yeah. Like they do with CCAP and DPP?

A. Correct.

Q. You also testified earlier that when there's a wait list, Archdiocesan preschools typically prioritize Catholic applicants; is that right?

A. Yes.

Q. And Catholic – that's a religious affiliation, Catholic?

A. Yes.

Q. So in addition to the parts of the UPK nondiscrimination provisions that cover sexual orientation and gender identity, is it also an issue for the Archdiocese that UPK says, You have to provide equal opportunity regardless of religious affiliation?

MS. CARRENO: Objection. Form.
Mischaracterizes testimony.

A. Yes. I guess in that sense, it would be.

Q. (BY MR. DAVIS) When there's a wait list; right?

A. When there's a wait list.

Q. We also discussed, I think, what was referred to in the deposition as a possible pathway to participate that was outlined in a May 26th meeting.

A. Yes.

Q. Okay. And at least one school actually sent a letter to UPK along the lines discussing that meeting; right?

A. Right.

Q. Did that school hear back from UPK?

A. No.

Q. Okay. And then at some point, the UPK program actually got up and running; right?

A. Yes.

Q. Was that an impetus for the Archdiocese to press this lawsuit?

A. Yeah. I think schools were – and we sensed schools were starting to really feel the crunch of not being able to participate in the new academic term, fall '23 starting up.

So yes. I think that that certainly factored into our decision, ultimately.

MR. DAVIS: No further questions for me.

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